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ABSTRACT

This report outlines accomplishments of the state of Maine in implementing the Carl D. Perkins Vocational Education Act during program year 1988-89. Information is provided for Title II, Part A (Vocational Education Opportunities Program) with regard to these categories: services for handicapped individuals, disadvantaged persons, adults in need of training or retraining, single parents and displaced homemakers, students in nontraditional programs, and services for criminal offenders in correctional institutions. Information is also provided for Title II, Part B (Program Improvement/Innovation/Expansion) in these categories: career guidance and counseling, curriculum development, personnel development, and program improvement. For Title III, Part A (Community-Based Organization Support Programs), information is provided for community-based, school-to-work transition programs. For Title III, Part B (consumer and home economics education), information is provided on programs and support services in depressed and nondepressed areas. Appendixes contain descriptions of exemplary programs and vocational education enrollment statistics for Maine for 1988-89 by program and by facility. (KC)

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1989

ANNUAL PERFORMANCE REPORT ON VOCATIONAL EDUCATION PROGRAMS FUNDED UNDER THE CARL D. PERKINS VOCATIONAL EDUCATION ACT (P.L. 98-524) ADMINISTERED BY THE STATE OF MAINE

PROGRAM YEAR 1988-1989

U.S. DEPARTMENT OF EDUCATION
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By Program
By Facility

Vocational Education Opportunities Program Category 1: Services for Handicapped Individuals

Handicapped Students in Vocational Education — Secondary Level:

Mainstreamed With Additional Services	**791**
Served in Separate Programs	**170**
Mainstreamed Without Support	**208**

All secondary handicapped students who were recommended by the P.E.T. for placement in secondary vocational education either mainstreamed with support, without support, or placement in a separate program were enrolled in secondary vocational education.

Of the 1,169 handicapped students, 170 were placed in separate programs which focused on job development, task analysis, and job coaching. Nine hunderd and ninety-nine of the handicapped students had access to the full range of programs offered in the mainstream.

Whenever special education and the P.E.T. consider placement of a handicapped student in secondary vocational education a vocational education representative attends the P.E.T. meetings, has input as to the appropriateness of the placement, and—if a student will need additional services—writes the vocational component of the I.E.P. Assessment information is readily shared and is used in determining appropriate placement in vocational education.

Through regional councils on transition many of the more involved handicapped students are referred to an adult service provider prior to exiting secondary education. Presently, data is not available as to how many handicapped students have made a smooth transition from school to the world of work or are receiving services from adult service providers. Hopefully, data will be available for school year 1989-90.

The additional or supplemental services provided vary and are geared to individual needs. They include: curriculum modification, signers for the deaf, one-on-one instruction, competency-based curriculum, job development, job coaching, peer tutoring, remedial assistance, assessment of interest and abilities, career guidance and counseling, aides and teacher assistants.

Joseph Lessard
Special Needs Coordinator
BASVE

APR 89: TITLE II, PART A 2

Vocational Education Opportunities Program Category 1: Services for Handicapped Individuals

Handicapped Students in Vocational Education — Postsecondary Level:

Mainstreamed With Additional Services 159

Achievements in coordination with other programs:

- CMTC coordinates with Vocational Rehabilitation and other programs, including getting help with medication costs, referrals to public/private counseling, professional crisis workers, etc.
- Counselors work in conjunction with Vocational Rehabilitation, JTPA, WEET, ASPIRE, STAR, TDC, AA, Community Health Counseling, Upward Bound, and Displaced Homemakers.
- Approximately 3-5 students with handicapping conditions have been accepted into SMTC technologies as a result of working with Vocational Rehabilitation.
- KVTC counselor meets with the Voc Rehab counselors and veteran counselors twice per semester to assure program appropriateness.
- WCTC has developed special health and safety classes in conjunction with JTPA.

Additional or supplemental services provided to the handicapped:

- CMTC assisted with arrangements with Vocational Rehabilitation to purchase tools, food, transportation, car insurance, and modified academic programs to assist handicapped students.
- Equipment to assist the hearing impaired has been used at KVTC.
- SMTC has provided individual assessment, development of specific support services, and individual instruction.
- EMTC provided a classroom interpreter, faculty orientation and a signer at graduation.
- WCTC provided tutorial assistance in trade areas.

Exemplary programs developed:

- Technical Studies at EMTC.
- Peer counselor training at CMTC.
- Year round chemical wellness program at CMTC.

Gary Crocker
Director of Special Projects
Maine Technical College System

Vocational Education Opportunities Program Category 2: Services for Disadvantaged Individuals

Limited English Proficient Students in Vocational Education—Secondary Level

Out of a total of 7,426 students enrolled in secondary vocational education, 32 have been identified as L.E.P. They are primarily South East Asians. They are enrolled in regular mainstream programs. They are provided with facilitators to assist them in learning vocational English as a second language.

Disadvantaged Students in Vocational Education—Secondary Level

Economically	**964**
Academically	**710**
Both	**351**
Total	**2,025**
Mainstreamed With Support	**996**
Mainstreamed Without Support	**917**
Served in Separate Programs	**112**

Additional or supplemental services include:

Tutorial
Remedial
Peer tutoring
Guidance & counseling
Job development
Job coaching
Assessment

Twenty-seven percent of vocational students enrolled at the secondary level are identified as disadvantaged. Many of the disadvantaged students have a written plan similar to an I.E.P. Justification for additional services is documented. Data as to success in the program and completion of the program is maintained at the area vocational schools.

Joseph Lessard
Special Needs Coordinator
BASVE

Vocational Education Opportunities Program Category 2: Services for Disadvantaged Individuals

Postsecondary Level:

Mainstreamed With Additional Services 2,166

Additional or supplemental services provided to the disadvantaged:

- Systemwide Developmental Studies.

- CMTC provides help with communication skills and with counseling services which include: interpersonal skills, academic goal setting, stress reduction techniques, depression alleviation, financial planning, self-concept enhancing, and time management.

- KVTC provides information of upcoming community social service programs to the disadvantaged.

- Individual assessment of problem areas, development of specific support programs, and provision of individual instruction at SMTC.

- The Learning Assistance Center at EMTC provides:

  1. Developmental counseling, study skills, stress reduction and time management.
  2. Tutorial programs for individuals and groups.
  3. Personal counseling.

- EMTC's Financial Aid office provides:

  1. Financial counseling.
  2. Loan programs for needy students.

- EMTC's Counseling Center provides personal and career counseling.

- WCTC provides tutorial assistance in the trade areas.

The achievements in affording disadvantaged students improved access and support services contribute greatly to success in a Maine Technical College program:

- WCTC provides a thorough, continuous review to identify and then provide services to students. Referrals come from such services as testing, classroom instructors, student services counselor, dean of students, academic deans, etc.

- EMTC's Learning Assistance Center has helped reduce the attrition rate in most programs.

- The Technical Studies Program at EMTC has taken academically disadvantaged students and prepared them for higher education.

- Since the introduction of the Student Services Counselor at KVTC the enrollment and retention of disadvantaged single women and other disadvantaged students has increased by 60%. A wide range of services are currently available to the disadvantaged student.

- CMTC has encouraged faculty to design appropriate modified programs. Also, students have been encouraged to participate in further testing and work study programs, and have been referred to other programs.

Exemplary programs developed:

- Systemwide Developmental Studies.

- EMTC's Technical Studies Program.

Gary Crocker
Director of Special Projects
MTCS

APR 89: TITLE II, PART A 6

Vocational Education Opportunities Program Category 1 & Category 2: Summary Highlights

Enrollments:

Secondary Handicapped Enrollment	1,169
Mainstreamed With Support	791
Mainstreamed Without Support	208
Served In Separate Programs	170
Secondary Disadvantaged Enrollment	2,025
Mainstreamed With Support	996
Mainstreamed Without Support	917
Served In Separate Programs	112

Programming for handicapped/disadvantaged:

- Diversified Occupations
- General Trades
- Mainstream Services— Remedial, tutorial, peer tutoring, career guidance and counseling, job development, job coaching, job placement, assessment, equipment modification, curriculum modification, signers for the deaf

Achievements:

- Maine Association of Vocational Special Needs Personnel (42 Members) Approved as an Affiliate of Maine Vocational Association.
- State Cooperative Agreement Between Vocational Education, Special Education, and Vocational Rehabilitation Revised.
- Six Secondary-Level Developmental Studies Projects for the Disadvantaged Approved.
- Three Committee on Transition Grants Approved— Provide Direct Transition Services for Handicapped Adults.

Joseph Lessard
Special Needs Coordinator
BASVE

APR 89: TITLE II, PART A 7

Vocational Education Opportunities Program Category 3: Services for Adults in Need of Training or Retraining

Adult vocational training and retraining programs are offered by over sixty adult and community education programs in the State of Maine. During the1989 program year, a growing variety of needs were identified at the local level through new and innovative proposal requests:

- In Northern Maine, several local programs collaborated to provide training to help meet an increasing need for Home Health Aides.
- Agriculture is still in a transition mode which requires upgrading skills and introduction of new procedures to be competitive.
- Job training for the expansion of vocational fields that are being influenced by the environment and how to use it to its fullest extent have also been addressed through new training programs.
- Throughout the State, increasing requests for skill training in the computer world have been recognized, with emerging spinoffs on how to repair computers.

In addition, several proposals were funded in PY 1989 that addressed the changes in the job market as businesses closed and people had to be retrained in their local communities. Dislocated workers are faced with critical career choices and decisions that must be understood as they relocate into other forms of employment.

We have seen very positive accomplishments from programs offering job training and retraining services to the local adult population. In particular, the 1989 program year saw the formation of an increasing number of adult training/retraining partnerships, with local businesses, adult education, JTPA, and the private non-profit sector pooling their resources to focus on common goals.

Some of our small businesses—that in the past provided only limited training and retraining opportunities to their employees—have begun requesting information about the establishment of broad new programs as they try to come to grips with changing employment conditions within their businesses and industries and strive to use new approaches to keep themselves competitive in the market place.

During the course of the year, there were over 60 proposals, representing all regions of the state, submitted to the bureau for consideration. A total of 51 adult training and retraining grants were awarded.

Robert Curran
Consultant for Adult and Retraining Programs
BASVE

APR 89: TITLE II, PART A 8

Vocational Education Opportunities Program Category 4: Services for Single Parents and Homemakers

Number of single parents and homemakers served:

Secondary level:	**72**
Postsecondary/adult level:	**1,235**

The data identified is for single parents and homemakers enrolled in or supported by programs receiving single parent and homemaker funds under the Carl D. Perkins Vocational Education Act. This does not represent the total number of single parents and homemakers enrolled in all postsecondary/adult vocational programs.

The number served represents a significant increase from last year's report—presumably due to the inclusion of 1,091 persons served by the statewide Displaced Homemakers Program operating through the University System. (This data was excluded last year because DHP is not hosted by a traditional postsecondary or adult vocational provider.)

The successful programs provided pre-vocational training with strong personal and career development components which assured that participants focused on needs which are set down in educational and career plans as goals and objectives. In addition, such programs may include options for single parents and homemakers to obtain their high school credentials.

The support services which are most in need cover a wide range. They include: child care, dependent care, transportation, counseling (career/life planning, financial planning, substance abuse, marital and family counseling, etc.), tuition assistance, and support groups.

For the first time, child care grants were awarded to provide leverage for the development of comprehensive programs of vocational home economics—vocational training and personal and career development for secondary students who are single parents.

A variety of criteria are used. What they have in common is that they are tied to a screening or interview process and focus on identifying financial need (for support services), interest and need for the program, and whether reading levels meet the educational entry standards of the program (persons who cannot read at either the sixth or eighth grade level are considered inappropriate for most programs which focus on high school preparation and personal and career development).

Ed Maroon
Consultant for Single Parent/Homemaker Programs, BASVE

Vocational Education Opportunities Program Category 5: Services for Students in Nontraditional Programs

Number of students in nontraditional programs: **Girls 198**
Boys 127

These figures represent a significant increase from last year's report. The reason is that the definition used for nontraditional programs is: *programs in which 75% or more of those enrolled are of one sex.* In previous years, an 80/20 rule was the basis. Based on the 80/20 rule, the enrollment figures would be consistent with those of previous years (97 girls and 35 boys). These figures represent the total enrollment of Maine's secondary vocational delivery system (including co-op).

Efforts to reduce sex bias and sex role stereotyping at the secondary level focus on three strategies. The first is **nontraditional career exploration for girls and boys**. This program, delivered through secondary vocational education after school, provides nontraditional career exploration for sending school students and educators, along with career information regarding vocational programs and opportunities for nontraditional workers. Students volunteer for the program and are provided with experiential activities in vocational programs.

Second is a program called **Expanding Your Horizons**. This is a one-day workshop for students, parents, and teachers. It is designed to encourage young women to study math and science, to allow them to explore math and science careers, including secondary vocational options, and to assist young women in addressing issues of sex bias. This program is delivered in a workshop format; participants attend a variety of sessions focused on nontraditional careers requiring math and science skills and knowledge, interact with nontraditional role models, and explore careers through a hands-on approach.

The third strategy involves utilizing the **Women in Nontraditional Careers Curriculum** developed by the Women's Bureau, U.S. Department of Labor. This curriculum is offered to school systems as a six week, 40 hour course, on how to do personal and career development with students while focusing on the effects of sex bias and sex role stereotyping. The curriculum also addresses sexual harassment and the role of women in history. It has proven invaluable in raising awareness. Some schools provide orientation programs to their students regarding the issue of respect for self and others. During this activity, sexual harassment, nontraditional careers, and self-esteem are highlighted.

Ed Maroon
Sex Equity Coordinator, BASVE

APR 89: TITLE II, PART A 10

Vocational Education Opportunities Program Category 4 & Category 5: Summary Highlights

- Three programs offering sex equity awareness of secondary vocational programs were offered to sending school educators.

- Two programs offering sex equity awareness of secondary vocational programs were offered to sending school students.

- Two programs offering sex equity awareness of secondary vocational programs were offered to sending school students.

- One program offering nontraditional occupational exploration for adult women was offered.

- One Expanding Your Horizons in math and science program was offered.

- One program serving the needs of women concerning small business administration was offered to make entrepreneurship more attractive for women.

- One program to prepare single parents and displaced homemakers for entry into a technical college was offered.

- Two resource centers were supported to provide resources and curriculum in support of sex equity and single parent and homemaker programming.

- Four programs supporting child care for vocational students who are single parents or displaced homemakers were supported at the postsecondary level.

- One statewide program serving the needs of displaced homemakers was supported.

- Six programs serving the needs of single parents and displaced homemakers were supported through adult and community education programs.

- Two child care programs were supported at the secondary level in support of students who were single parents.

Ed Maroon
Single Parent/Homemaker/Sex Equity Coordinator
BASVE

Vocational Education Opportunities Program Category 6: Services for Criminal Offenders in Correctional Institutions

Criminal offenders served through programs in correctional institutions: 43

Two adult vocational programs, Small Sawmill Operation and Woodharvesting, are provided by the Charleston Correctional Facility (RR #1, Box 1400, Charleston, Maine 04422), designed to give skills that lead to jobs after prison release. Training is provided on public lands under the supervison of the Maine Department of Inland Fisheries and Wildlife.

The **Forestry and Wood Harvesting Program** provides students with basic knowledge and skills in ideal forest management. Students learn safe methods to remove forest products from the woods without damage to the residual stands. The program also has an added value: it makes the students aware of their working relationship with nature. No student has left the program without a better feeling for themselves and the environment. The **Small Sawmill Operator Program** provides training in all aspects of sawmill operation. The students also have the opportunity to operate a planer and do some light construction and routine maintenance around the sawmill.

Other educational opportunities are made available to both woodharvesting and sawmill program students through cooperative agreements with the Maine Department of Inland Fisheries and Wildlife. These opportunities include: brushsaw operation, timber stand improvement operations, bridge and culvert construction, chainsaw felling and operation activities, wildlife tree management (including identifying, marking, pruning, and fertilizing), and soil erosion control by roadside fertilizing and seeding.

Projects included in this timeframe were TSI, 27 acres; thinning young tree stands, 11 acres; road clearing and development projects, 4,500 feet; alder management for woodcock enhancement, 5 acres; deer management project, 4 acres; 125 apple trees were released for wildlife food, building culverts and bridges on access roads, all of this in addition to the sawmilling of thousands of board feet of lumber. These programs lead to the issuing of 28 certificates in both programs.

There were no additional funds expended for criminal offenders from the Carl D. Perkins Act, such as Title II-A, disadvantaged, or Title II-B.

Carl W. Butler
Director of the Division of Program Services and Finance
BASVE

APR 89: TITLE II, PART B 12

Vocational Program Improvement/ Innovation/ Expansion Program Category 1: Career Guidance & Counseling

During the 1988-89 year, the State of Maine dramatically increased its commitment to Guidance and Counseling. A total of $205,123 was expended in the following areas:

- **Vocational Career Van** This van was designed to help promote vocational education. Each program was represented as well as materials from each school and the Maine Vocational Career Guidance Association. The van will be used to promote vocational education at such things as conferences, county fairs, and school open houses.

- **The PREP Career Guidance Program** (Preparing to Realize your Educational Potential) was offered to forty schools during the 1988/89 school year. Designed for eighth graders, the program introduced students to career decision making skills. (More information on this program can be found in the appendix on exemplary programs)

- **The Maine Guide** is a comprehensive career guidance plan for k-adult. A committee was formed to begin developing curriculum which could be used by teachers in the area of career development. The guide will include curriculum, activities, and resources for the classroom teacher to implement in their regular curriculum.

- Funding was continued for the **Waterville Assessment Center** during the 1988/89 school year. This program employed a full time assessor who used Apticom to do assessments on all students to determine their aptitude for vocational education. The Apticom machines were also loaned out to two other vocational centers.

- Four full-time **Vocational Guidance Counselor** positions were funded during PY 1988/89. These counselors performed varied tasks from career guidance and recruitment to assessment and publicity.

- Seven **Career Guidance Programs** were begun at the adult education level. These programs offered career guidance tailored for the adult learner, including computerized career assessment.

- Funds were also awarded to the **Maine Vocational Career Guidance Association**, which is made up of vocational career guidance personnel. The money was used to help fund a program they presented at the annual Maine Education Career Development Conference.

Helen Beesley
Consultant for Career Guidance and Counseling, BASVE

Vocational Program Improvement/ Innovation/ Expansion Program Category 2: Curriculum Development

Curriculum development is viewed as an on-going and essential component to the development, implementation, and evaluation of successful vocational education programs.

In this regard, the Bureau of Adult and Secondary Vocational Education has undertaken a project, in collaboration with staff at the University of Southern Maine, vocational directors, and professional teaching staff from vocational facilities throughout the State, to develop **state-of-the-art, competency-based vocational education programs**.

The process was initiated through the use of the **"DACUM"** (Develop A Curriculum) approach, which utilizes business and industry representatives in the identification of appropriate duties and tasks for each program area. This information, in the form of a DACUM chart, is utilized by vocational directors and professional staff to develop a competency-based curriculum.

As of this date seven (7) job-task-analysis have been completed with an additional seven (7) scheduled for completion during the 1989-90 school year.

Vocational directors attended a two-day workshop in curriculum development directed by staff from the University of Southern Maine in preparation for our curriculum development initiatives.

As a follow-up to the seven (7) job-task-analysis completed to date, directors and staff have initiated curriculum development in automotive mechanics and carpentry, with machine tool scheduled for the first of January, 1990.

Curriculum development in each program area is supported by a minimum of two (2) vocational directors, the director of the resource center, and a BASVE consultant. Program staff from each of the vocational centers and regions are included in this effort and participate in the writing of the curriculum.

Other curriculum development efforts include the following:

- A **Standard Criteria Document** was published in the fall of 1988 and approved through the APA (Administrative Procedures Act) process in January of 1989. This document provides guidance and direction in the development and review of vocational education programs at the secondary level.

- An **integrated studies** project was initiated at the Portland Regional Vocational Center in an effort to develop a working model for use by other schools. The integrated studies concept proposes that students can and should receive academic credit in math or science (for example) while completing a course of study in a specific vocational area such as health occupations. The model requires that the curriculum for each vocational program area be mapped to identify its academic skills content and that these skills be validated by academic teachers in the respective disciplines. This process has been completed for each of the program areas at PRVC.

- A project was initiated at Vocational Region #10 to explore the concept of **cluster programming**. This approach affords an opportunity for students to experience a series of programs within a cluster area taking advantage of the expertise of individual teachers.

- The techniques and processes identified in the DACUM process have also been used to develop a **multiple use management curriculum** for use by forestry and environmental studies programs in Maine. The concept uses professionals from the disciplines of wildlife management, forestry, soil and water conservation, and parks and recreation to develop a curriculum which provides an opportunity for students to develop an understanding of, and appreciation for the interrelationships which exist between these program areas. This information is then utilized to develop a multiple use management plan for the overall management of specific tracts of land.

- The **Maine Agriculture in The Classroom** project held two, five-day curriculum development summer institutes for 40 teachers to assist them in the development of a series of agriculture and natural resource activities designed to reinforce the development of basic academic skills.

- Implementation of a series of **teacher in-service activities** through the assistance of professional staff at the University of Southern Maine, Department of Technology. These in-service activities are based upon three primary areas of understanding and responding to students, the instructional process, and subject matter knowledge and background.

Tim Hathorne
Curriculum Development Coordinator
BASVE

APR 89: TITLE II, PART B 15

Vocational Program Improvement/ Innovation/ Expansion Program Category 2: Personnel Development

The 1988-1989 program year represented the eleventh year of a collaborative relationship between the Bureau of Adult and Secondary Vocational Education, Maine State Department of Educational and Cultural Services and the Department of Technology of the University of Southern Maine. This collaboration has implemented a staff development delivery system to develop and improve the instructional competence of vocational teachers of Maine so that they can deal more effectively with student populations including the handicapped and disadvantaged.

Staff development activities in Program Year 1989 were implemented utilizing procedures which had been refined during the previous ten years:

a. USM's staff development director was assigned to coordinate and implement staff development activities for Bureau of Adult and Secondary Vocational Education consultants.

b. Evaluation forms were developed for each individual workshop/ activity which focused on intended outcomes prior to instructor involvement.

c. Accountability forms were prepared and filed with the Bureau of Adult and Secondary Vocational Education. Attachments included a copy of the workshop/activity program, participant listing, and evaluation tally.

d. Computerized record keeping—maintaining a more specific listing of data on participants and workshops.

e. All of the activities are fully documented as to content, consultant's responsibility, dates, lists of attendees, and evaluation results. Copies of data are on file at the offices of both the Project Director at the University of Southern Maine and the Contract Administrator, Bureau of Adult and Secondary Vocational Education.

f. Education and professional counseling and advising to vocational education personnel has been extended throughout the State of Maine and the personal touch has been added to the effort.

g. Centralization of staff development services has a multiplier effect in economic terms and use of materials which results in an interdependent communication network.

h. The networking suggested in (g) has a synergistic quality which is weakened in vocational systems with less than a statewide staff development effort.

i. The University of Southern Maine has the resources and expertise to conduct research in vocational education.

j. The time lapse between the development of a new educational practice and the beginning of a corresponding staff development program has been considerably decreased.

An **Ongoing Focus of In-Service Staff Development** was:

"To provide vocational education instructors, vocational education auxiliary staff, industrial arts, home economics, general agriculture and business and distributive education teachers with information and techniques that will enable them to better serve special needs students in secondary education programs."

Activities in this area were overseen by Joseph Lessard, Bureau Consultant for Programs for the Handicapped and Disadvantaged, and conducted by Kathleen Powers, Research Associate, Human Services Institute, Center of Advanced Study at the University of Southern Maine under an agreement between the Bureau of Adult and Secondary Vocational Education and the Division of Special Education of the Bureau of Instruction (both units of the Maine Department of Educational and Cultural Services) and the Bureau of Rehabilitation of the Maine Department of Human Services.

These activities included:

a. Planning and chairing state cooperative agreement team meetings.
b. Providing liaison between the State group and regional personnel and other interested parties and monitoring the agreement:
- Prevocational and vocational workshops
- Coordinate statewide survey on cooperative agreement effectiveness
- Secondary Task Force
- Local Vocational Education Advisory Board

c. Providing technical assistance and consultation to local groups, state agencies, and vocational schools.
d. Supporting the Maine Association of Vocational Special Needs Personnel (MAVSNP).

Quarterly reports, on file with the Division of Special Education, detail activity and assistance provided.

During the second semester, Dr. Wright visited each of the 24 vocational regions and centers to address the teachers on staff development and to give them an update on the newly established School of Applied Science at the University of Southern Maine. An outline of his presentation included:

I. What's new in vocational staff development?

   A. Bureau of Adult and Secondary Vocational Education Staff Development Grant

   B. Coming events

      1. Work/learn program
      2. Summer institutes
      3. Pre-service institute
      4. DACUMS
      5. Competency-based education

   C. Assistance with peer coaching and support teams

   D. Certification

   E. Itinerant Professor program

   F. Special education course requirement

II. What's new at the University of Southern Maine?

   A. Slides

   B. Brochures of the School of Applied Science

   C. Technical Teacher Education

   D. Industrial Technology

III. Questions and Answers

IV. Individual assistance following the meeting

While at the schools, Dr. Wright conducted an informal survey to determine the degree status of Maine's secondary vocational teachers.

Core Project Activities:

The University of Southern Maine staff development consultants facilitated the delivery of workshops and individual professional growth activity. Forty-four (44) activities involving eight hundred seventy-one plus (871+) participants were conducted for Personnel Development.

The grant also called for support of three other activities for which separate reports have been filed:

a. DACUM sessions.
b. Program evaluations.
c. Competency-based curricula development.

An analysis of project activity against proposal objectives reveals that activity was provided as determined by bureau personnel and objectives were achieved. The accountability and evaluation forms filed on each activity indicate the degree to which intended outcomes were achieved.

Additional outcomes and benefits derived from our collaborative relationship are numerous:

a. Directors, teachers, and local teacher support groups perceive a unified effort towards In-service Personnel Development.
b. Directors recognize the existence of a delivery system and are utilizing its services.
c. Duplication of effort is being avoided.
d. The Itinerant Professor Program has gained support and is seen as the bureau's mechanism for assuring that vocational instructors meet certification standards.
e. Consultant services have been made available to schools.

Dr. Arthur O. Berry
Project Director
Department of Technology
University of Southern Maine

APR 89: TITLE II, PART B 19

Vocational Program Improvement/ Innovation/ Expansion Program Category 4: Program Improvement Summary Highlights

During the 1988-89 program year, twenty-five grants of Title II, Part B funds were awarded for new or expanded programs at the secondary level, as well as 24 at the postsecondary level.

Secondary Exemplary and Program Improvement Highlights:

In addition to projects and activities already noted on previous pages, some highlights of exemplary and program innovation, improvement, and expansion activities at the secondary level include the following:

- Plymouth Trouble Shooting Contest was held with student representatives from 16 schools. During the 1988/89 school year Maine ranked 6th in the nation.
- 1988/89 VICA (Vocational Industrial Clubs of America) State competition was held at Northern Maine Technical College with 256 students and 28 contest areas. In total there were approximately 350 students and advisors in attendance at this state convention.
- The DACUM process was utilized to conduct job-task-analysis for seven (7) vocational program areas. This information is being used in the development of competency-based curricula by vocational directors and staff.
- Job-Task Analyses were completed utilizing industry representatives in wildlife management, forestry, soils and water conservation, and recreational management, in preparation for the development of a multiple use management curriculum for students grades 9-12.
- Sixty VICA students and advisors attended the National VICA United States Skill Olympics in Tulsa, Oklahoma in late June 1989 and represented the State of Maine in national competition.
- VICA enrollments grew to 450 during the 1988/89 school year.
- A two-day articulation workshop was held in Bangor in March for secondary vocational education directors, adult education directors and the presidents of the Maine technical colleges. This workshop provided an opportunity for individuals from the various educational institutions in Maine to discuss and identify possible articulation linkages which would be beneficial to staff, students and community members.
- The State of Maine FFA held its 1988/89 convention at the University of Maine at Orono in May. This was the 57th consecutive year that Maine held this convention and it was attended by approximately 70 students and their advisors.
- The State of Maine was represented at the 61st National FFA Convention in Kansas City by approximately 30 students and their advisors.

- A five day teacher training workshop was held at the Maine Conservation School at Bryant Pond for twenty K - 5 teachers from around the state in June. This workshop was designed for teachers to visit various agricultural enterprises as well as to listen to speakers and then develop classroom activities based upon what they had seen and heard. This Agriculture-In-The-Classroom program grew out of an almost total lack of agriculture awareness on the part of the citizens of Maine.
- Accreditation rules were adopted during 1989 in partial fulfillment of the Education Reform Act of 1984, which directed the Department of Educational and Cultural Services, through the State Board of Education and the Commissioner, to adopt standards for school accreditation.
- Enrollment in FBLA (Future Business Leaders of America) grew to approximately 640 members from 30 schools.

Tim Hathorne
Curriculum Development Coordinator
BASVE

Exemplary Postsecondary Program Improvement:

The Katahdin Area Training and Education Center (KATEC) at Eastern Maine Technical College continues to be an outstanding example of an education and training cooperative. Original funding for the facilities was provided by the Economic Development Administration (EDA), with program support provided through the Governor's contingency account and Carl D. Perkins Vocational Education Act funds.

While the original intent for creating this program was to effectively meet the needs of up to 1,400 displaced paper workers, it has not reached that level of layoffs to date. However, KATEC staff has shown leadership and creativity in bringing a wide variety of programming together to meet various local needs.

Additionally, there is renewed concern that significant layoffs are once again imminent and KATEC has become the focus of activity in the Millinocket area in order to effectively meet the needs of newly displaced workers.

Gary Crocker
Director of Special Projects
MTCS

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Special Program: Community-Based School-To-Work Transition Program

During the 1989 program year, Maine used its Title III, Part A Community-Based Organization allotment to leverage the establishment of a school-to-work transition program following the national Jobs for America's Graduates model. An innovative partnership between the vocational education and employment training communities was organized to develop and oversee the new program.

The State of Maine officially became the 14th State to join the growing Jobs for America's Graduates (JAG) roster on August 1, 1988, with the formal signing of a memorandum of agreement between JAG and the Maine Department of Educational and Cultural Services (MDECS).

MDECS Commissioner Eve M. Bither signed the agreement on behalf of a consortium of four cabinet departments and other agencies and organizations, convened by Governor John R. McKernan, Jr. to develop a statewide school-to-work transition program (STWTP) for youth.

Two weeks earlier, on July 15, MDECS and the Maine Department of Labor (MDOL), another member of the consortium, announced the award of four $40,000 grants to establish "Jobs for Maine's Graduates" pilot projects during the 1988-1989 school year. William H. Cassidy, Associate Commissioner of the MDECS Bureau of Adult and Secondary Vocational Education, and James F. Nimon, Executive Director of the MDOL Bureau of Employment and Training Programs, made the announcement on behalf of Commissioner Bither and Commissioner of Labor John Fitzsimmons.

JMG: Evolution and Development

In formal terms, the interagency planning and development effort which established the Jobs for Maine's Graduates program was launched just over a year ago, on January 5, 1988, with the publication of Planning Instructions for Implementing the Maine Human Resource Development Council (MHRDC) Recommendations and the Governor's Human Resource Development (HRD) Goals. But discussions about the need for a school-to-work transition program for the State of Maine patterned after Jobs for America's Graduates actually began early in 1987.

BASVE first put forth a discussion document proposing a JAG-type program for Maine in January of 1987. Not long after, the joint education-labor planning group which oversaw the JTPA Education Coordination and Grants program (the 8% set-aside) began to explore the concept.

The following month, in February of 1987, DECS Commissioner Bither convened the **Commissioner's Task Force to Study Secondary Vocational Education in Maine**.

In the development of what it termed a "comprehensive and integrated program of Education for the World of Work," the Commissioner's Task Force focused substantial attention on the need for a Maine school-to-work transition program.

The Task Force observed that each year the lack of clearly defined career perspectives and job readiness skills exposes a third or more of all Maine high school graduates to an increased risk of unemployment and underemployment—limiting their career prospects and retarding economic development.

Of the several courses of study open to students at the secondary level, most offer a relatively well-defined path from school into the world of work. College preparation and technical preparation, for example, offer an indirect route through postsecondary education. Cooperative education, on the other hand, represents a direct path through job shadowing, experience-based career exploration, and structured and supervised work experience.

Specific vocational education programs also lead directly into the world of work, but through occupational skill training, preemployment competency building, attitudinal and motivational programs, and job development and job search assistance.

Unfortunately, the "General" course of study, lacking a tangible articulation with the labor market, fails to offer any clear pathway from school to work. This failure is a principal reason why General students are at particular risk of unemployment when they graduate. Moreover, it is an important factor behind the 25-30% dropout rate experienced by a majority of schools.

Handicapped individuals nearing the age of 20 (the maximum age of eligibility under Maine law for full-time enrollment in secondary education) represent another category of young people at particular risk of unemployment or underemployment upon leaving school.

Special needs students need intensive and coordinated transition services to take advantage of emerging opportunities for supported work and greater self-sufficiency and self-reliance.

As an essential element of a broader effort to phase out the General course of study and replace it with a new Career Preparation program, the Commissioner's Task Force recommended that **a statewide STWTP program be developed which extends the developmental and motivational benefits of traditional vocational education to students who are not in vocational or cooperative education but who do anticipate immediate entry into the labor market upon graduation from high school.**

This is of course exactly the type of program which has been pioneered at the national level by Jobs for America's Graduates, Inc., building upon a model originally developed by Ken Smith and other members, veterans, and friends of the vocational education community in Delaware in the late 1970's.

In March of 1987, just after the formation of the Commissioner's Task Force, Governor McKernan reorganized the State Job Training Coordination Council under JTPA as the MHRDC and commissioned six committees of the new council to develop a comprehensive HRD plan for the State. This new approach was codified two months later, with the publication of the *Strategy for the Development of Maine's Human Resource Development Plan* and the *Maine Human Resource Development Goals, Rationale, and Objectives.*

Human Resource Development Goal 4—"Develop a strategy for helping youth make the transition from school to work"—was assigned to the MHRDC Youth Services Committee, which was charged with conducting a review of the best available STWTP models.

The review of STWTP models conducted by the MHRDC YSC during the summer and the fall of 1987, simultaneously with the deliberations of the Commissioner's Task Force, revealed that at the national level the JAG network represents the only really successful school-based transition to work program model. Commissioner Bither, Commissioner Fitzsimmons, and Governor McKernan all expressed support for the JAG model.

On December 18, 1987, the recommendations of the YSC were incorporated into the Governor's Human Resource Development Coordination Criteria, which in turn were translated into the January, 1988, *MHRDC Planning Instructions.* Recommendation 3 of Goal 4 of the Coordination Criteria mandated DECS to take the lead role in convening an interdepartmental consortium to spearhead development of a pilot STWTP program, based upon the best available model.

In addition to MDECS and MDOL, the Maine Department of Human Services (MDHS), the Maine Department of Mental Health and Mental Retardation (MDMH&MR), the Interdepartmental Committee on Transition [of the handicapped] (COT), the Maine Council on Vocational Education (MCVE), the Maine Association of Vocational Education Administrators (MAVEA), and the three JTPA Service Delivery Areas (SDA's) in Maine all sent representatives to the "HRD 4.3 Planning Group."

On behalf of DECS, BASVE presented a preliminary concept paper on February 9, 1988, based on the discussion document it had circulated almost exactly a year before. The HRD 4.3 Planning Group met monthly during the winter and spring of 1988, adapting the basic JAG model to meet the specific circumstances in Maine and the HRD 4.3 mandate.

BASVE submitted a draft plan on April 8, 1988, and the planning group authorized release of the final *Plan for the Achievement of Human Resource Development Goal 4.3* on May 2, 1988. The HRD 4.3 plan in turn was incorporated into the *Governor's Human Resource Development Plan*, which was approved by the MHRDC on June 7, 1988, and released by the Governor on July 1, 1988.

JMG: Structure and Funding

Implementation of the new program began even before the formal conclusion of the development process on July 1, 1988. On April 25, BASVE released the "HRD 4.3 RFP": School-To-Work Transition Program Pilot Projects Request for Proposals, with a closing date of June 6 (later extended to July 1).

On May 11, BASVE hosted a "bidders' conference" for all educational institutions and HRD agencies interested in submitting proposals. A total of 35 people attended, representing over 15 secondary vocational facilities, the three SDA's, and two area handicapped transition coordination councils. A highlight of the workshop was a presentation by the president of Jobs for America's Graduates, Kenneth M. Smith.

A total of eight proposals were submitted by July 1—one from the Cumberland County SDA, one from the Penobscot Consortium SDA, and six from the 12-County SDA. A proposal review committee (drawn from the HRD 4.3 Planning Group) met on July 6 to read and rank the proposals. Based on the rankings of the review committee, five of the eight were judged to meet minimum qualifications for funding.

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The four $40,000 grant awards announced on July 15—to the four highest ranked proposals out of the five acceptable submissions—were each composed of $20,000 in Title III, Part A, Carl D. Perkins Vocational Education Act funds, awarded by the Bureau of Adult and Secondary Vocational Education, and $20,000 in Job Training Partnership Act (JTPA) funds or staff resources, awarded by one of Maine's three Private Industry Councils (PIC's) through the offices of the Bureau of Employment and Training Programs of the Maine Department of Labor.

The unconventional funding of the four projects—representing a joint commitment on the part of BASVE/MDECS and BETP/MDOL—reflected the fact that, although DECS has played and will continue to play the role of lead agency, **the JMG initiative was very much a cooperative venture on the part of the vocational education and employment training communities, with the support of a number of other human resource development programs.**

The JTPA community was originally committed to contributing no more than $40,000, representing 1/3 of the cost of a three-site program. But growing agency and public enthusiasm for the JMG concept, combined with the quality of many of the proposals for pilot sites, led to an $80,000 JTPA contribution, representing 50% of the support of the expanded four-site project.

During the start-up year, the four projects were supported entirely with federal funds. During the second and third years, local support will gradually replace federal funds. The projects are expected to be entirely self-supporting after the third year.

Managed at the state level by BASVE, under the auspices of the MHRDC, each 1988-89 JMG project was operated at the local level by a secondary vocational region, center, or satellite, in cooperation with a local JTPA service provider, and in consultation with an area coordinating committee on transition services for the handicapped (COT). At least one program was located in each of the three JTPA service delivery areas.

The four JMG grant sites for 1988-89 were:

- Bonny Eagle High School, a satellite of Westbrook Regional Vocational Center near Portland in Southern Maine, operating the program in cooperation with the Training Resource Center (TRC) in Cumberland County and in coordination with the Region 5 Employment Coordinating Committee;

- Boggy Brook Regional Vocational Center in Ellsworth in the Down East area, operating in cooperation with Training Development Corporation (TDC) in Bangor and in coordination with the Boggy Brook Committee on Transition;

- Vocational Region 2 in Houlton in Northern Maine, operating in cooperation with the Aroostook County Action Program (ACAP) and in coordination with the Aroostook Transitional Employment Coordinating Council (ATECC); and,

- Vocational Region 11 in Norway in Western Maine, operating in cooperation with Mountain Valley Training (MVT) and in coordination with the Southern Oxford County Council on Transition (SOCCOT).

In addition to the four funded projects, BASVE also signed an agreement with a fifth, affiliate site, which elected to implement the JMG program using local funds:

- Lewiston Regional Vocational Center, operating in cooperation with MVT and in coordination with the Area IV Coordination Council.

Unfortunately, none of the 1988-89 projects were located in or served any of the four Maine Job Opportunity Zones (JOZ) designated in March, 1988: Central Aroostook [urban zone]; Quoddy Region [rural zone]; Katahdin Region [zone of sudden and severe dislocation]; and Waldo County [emerging opportunity zone].

JMG: Program Standards and Operation

Each JMG site proposed to identify and recruit up to thirty (30) students in their last year of high school at high risk of dropping out or becoming unemployed upon graduation—including handicapped students nearing the maximum age of eligibility for public secondary education.

Students pursuing a "General" course of study—i.e., students not enrolled in either college, technical, or specific vocational preparation—should have a particular attraction for an effective school-to-work transition program. However, any student with a need for, a desire for, and an ability to benefit from STWT services was viewed as eligible to participate in Jobs for Maine's Graduates (including handicapped and disadvantaged students enrolled in a diversified occupations vocational program).

Many JTPA Summer Youth Employment and Training Program (SYETP) participants were also expected to enroll. Also, Title III, Part A of the Carl D. Perkins Act requires that each site "give special consideration to the needs of severely economically and educationally disadvantaged youth ages sixteen through twenty-one."

Altogether, the four funded sites projected an enrollment of 120 students during the inaugural year, including: 30 disadvantaged students, including SYETP participants and other JTPA enrollees; 30 handicapped students, including referrals from special education or a COT; 30 potential dropouts; 10 students enrolled in a General course of study; 10 students enrolled in a diversified occupations or general trades program; and 10 teen parents.

In conformity with national program standards, all JMG sites pledged to provide a common core of transition services to participants, including: assessment, career counseling; preemployment competency training and basic skills training; motivational career clubs modeled after vocational youth organizations; individualized job development, job placement, and job maintenance services; and systematic follow-up for at least 18 months.

Each site was authorized to supplement the common core services—which represent a program floor, not a ceiling—with other features, and allowed to operate on both an extracurricular, non-credit basis and an in-class, for credit basis. (All providers of in-class services are of course required to have Maine state certification—for example, as a cooperative education instructor or a guidance counselor).

The basic goal of the program was to assist at-risk students to complete high school and make a successful entry into the world of work—that is, to secure and maintain appropriate employment (either competitive, supported, or sheltered) in occupations which offer reasonable wages and fringe benefits, decent working conditions, and realistic prospects for personal growth and career advancement.

Like any STWT program, JMG was directed toward students who anticipate immediate entry into the labor market upon graduation. However, experience in other states has shown that the sharp rise in self-esteem and aspirations which is one of the goals of the program often leads a certain percentage of participants—sometimes as high as 20%—to pursue postsecondary education or training instead of immediate labor market entry.

Consistent with Governor McKernan's HRD Objective 4.2 ("The percentage of Maine's students who enroll in postsecondary education should be increased"), it was decided to count unexpected decisions by JMG participants to enroll in postsecondary education or training as positive terminations.

However, any attempts to inflate positive termination rates by deliberately including college or technical preparation students on a JMG participant roster would be directly counter to the intent of the school-to-work transition program.

Based on national program standards, at least 50% of all successful completers of the program were expected to be employed full-time on September 1 following completion, in either the private sector, the public sector, or the military. At least two-thirds were expected to be working either part- or full-time. An overall positive termination rate of at least 85% was anticipated, including those employed and those enrolled in postsecondary education or training.

Implementation and Current Status

By the first week in October, 1988, each of the four grant sites had appointed a project officer and recruited a full-time Job Specialist/ Transition Coordinator:

Bonny Eagle/Westbrook: Thomas J. Lindstedt (Guidance Counselor, BEHS), Project Officer; Suzanne Shriver, Job Specialist.

Boggy Brook: Patrick O'Neill (Director, BBRVC), Project Officer; Harold Conners, Job Specialist.

Region 2: Robert B. Matthews (Assistant Director, Southern Aroostook Vocational Education), Project Officer; David Howe, Job Specialist.

Region 11: James W. McKinney, Jr. (Director, Region 11), Project Officer; Lee Haskell, Job Specialist (with support from Thomas Mason and Jean Kilgore).

Corresponding assignments were subsequently made at the affiliate site:

Lewiston: Donald Cannan, Director, Lewiston Alternative Vocational School, Project Officer; Michael Harvey, Job Specialist.

On September 28-30, 1988, BASVE hosted the first JMG staff training seminar, conducted by Jayne Happel of JAG. Over 25 people participated, including the four job specialists, other members of the project teams at each site, observers from Mountain Valley Training, Maine Vocational Region 4 Director, Woody Littlefield, BASVE Associate Commissioner, William H. Cassidy, BASVE Director of Program Services and Finance, Carl W. Butler, BASVE Handicapped and Disadvantaged Services Consultant, Joseph Lessard, 1988-89 JMG Program Manager, Chris Lyons, and JMG Field Services Coordinator, Helen Beelsey.

The first of two training exercises planned for the 1988-89 project year, the seminar focused on the tasks involved in creating a new STWT project and on the activities to be carried out by JMG job specialists during the first half of the school year: recruitment, assessment, initiation, career and employability development, and the formation and operation of a Maine Career Association (MCA) chapter.

A second session was planned for the spring of 1989—to cover the activities of the second half of the year and post-graduation activities: job development, job search assistance, job placement, follow-up, organization of a statewide MCA conference, and closeout ceremonies—but was ultimately postponed by the Department of Labor until the fall.

Early in the program year, monthly meetings were held of the four job specialists constituted as the JMG Job Specialists Council. All four sites formed local advisory councils and worked closely with the area committees coordinating transition services for handicapped students.

National JAG targeting criteria call for those students most at risk to be selected out of the larger group identified as needing, wanting, and able to benefit from participation. Based on both national standards and specific Maine circumstances, BASVE developed a detailed list of nearly twenty different indicators for at-risk status, including: low grades, low test scores, high absenteeism, disciplinary problems, low income, low aspirations, low self-esteem, limited work experience or poor work history, teen parenthood, and referral by a Positive Action Committee.

With the exception of the single-school project at Bonny Eagle High School, each JMG site enrolled students from two or more sending schools. School selection committees from each participating sending school and at BEHS worked closely with the job specialists and represented the final authority in the selection process.

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On January 17, 1989, nearly ten months before the completion of the first JMG program cycle, on September 30, 1989, the MHRDC adopted Coordination Criteria for the 1990 program year which mandated DECS to plan expansion of the JMG program during 1989-1990 using whatever resources could be made available.

DECS considered an effort to secure State subsidy funding for JMG as a senior-year vocational program, and to extend the project network gradually over the next decade to every secondary vocational region, center, and satellite in the State. Through the sending school feeder system, the programs of the 28 secondary vocational facilities in Maine are accessible to almost every public high school student in Maine.

The department's tentative long-range strategy was not only to create a statewide network of JMG programs, within reach of every General student and at-risk student in Maine, but also to position that program as the core component of an entirely new "Career Preparation" course of study to gradually displace the General curriculum.

DECS also hoped to extend the scope of responsibility of the JMG projects to encompass "Opportunity Awareness Program" (OAP) **dropout prevention** as well as school-to-work transition. The OAP is a national dropout prevention program developed by JAG. It includes many of the basic features of the 12th grade JAG model, but is designed for high school sophomores and juniors who are at risk of dropping out before their senior year.

In addition to making plans to use the JMG model to help lower dropout rates and increase the percentage of high school graduates, DECS also asked the BASVE Division of Adult and Community Education and the Division of Program Services and Finance to develop a plan for a JMG-based **dropout recovery and transition to work** program.

In effect a JMG 12th grade program adapted for "grades 13 and 14," the new program—Jobs for Maine's Future (JMF)—would have offered the same basic spectrum of services plus GED preparation or adult high school diploma programming, and would have been aimed primarily at recent dropouts and other young adult nongraduates.

The same two BASVE divisions also considered the establishment of a companion JMF module aimed at correctional institution inmates, designed as a **prison-to-work transition and recidivism prevention** program.

DECS also explored the development of new options for the senior year STWT program, designed to ensure quality job placements for JMG participants. Among the possibilities discussed were both short-term occupationally-specific skill training programs and an "Apprenticeship Preparation" course of study to prepare students for entry into a registered apprenticeship program after graduation.

The department's hope was that successful implementation of these several proposals would establish JMG over the following few years as a **comprehensive dropout prevention/dropout recovery/school-to-work transition program serving the entire State of Maine.**

As Governor McKernan's Human Resource Development Plan for 1989-90 evolved, however, a decision was eventually made to transfer primary responsibility for the JMG program to the Bureau of Employment and Training Programs of the Maine Department of Labor, effective July 1, 1989.

In March of 1989, Governor McKernan joined the Jobs for America's Graduates Board of Directors and was elected Vice Chairman.

BASVE will continue financial support for four JMG sites using Title III, Part A funds, and will assist BETP with general oversight of the program. DOL Commissioner John Fitzsimmons (since appointed Executive Director of the Maine Technical College System) has indicated that at least 10 JMG sites should be operational by the 1990-91 program year, using a mix of JTPA, Perkins, State, and local funds.

Chris Lyons
PY 1988-89 JMG Program Manager
BASVE

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Special Program: Consumer and Home Economics Education

Number of students served:	Males	Females
9-12:	4,153	12,070
6-8:	10,465	12,012

Achievements:

A. Programs and Support Services in Depressed Areas:

Consumer and Home Economics funds were granted to eight high schools located in economically depressed areas to initiate new programs or expand on those funded the previous year. Four of the grants provided parenting and/or child development learning activities to 57 high school students (including those with special needs) not previously served in those areas. One of the four schools provided school-based child care services for student parents so the students enrolled in that parenting course had an opportunity to have "hands-on" instruction in infant care.

Teachers feel that the ripple effect of parenting classes is unknown, but they strongly observe that the attitudes of positive parenting reach out into the student body. Students ask questions, they observe positive interaction, and they see that babies are work and responsibility.

As the result of another grant, 56 females and 36 males were enrolled in "Practical Technology Use". Students had the opportunity to apply computer skills to day-to-day living situations. One male who was a mainstreamed student helped to create a data base for food inventory and did it all during his free period.

Some of the students had never had a course in computers. Through this course they were able to learn many computer-based activities such as newsletters, spread sheets, and others.

The ripple effect which extended into the home and other classes was exciting. During open house, parents had a diet analysis done for them and observed other achievements with the computer.

Through other grants, students participated in a team taught course called "Physical Management For the Overweight and Obese" and one in "Nutrition Education and Training." Both these courses emphasized self-esteem, selection and preparation of nutritious, low calorie foods, and the use of the computer.

Most students enrolled lost anywhere from 5-25 pounds and lost inches through exercise. Participating students became knowledgeable about practicing good nutrition, increased their self-esteem, and learned a variety of ways to exercise so that it became a pleasure not a drudgery.

The State Supervisor evaluated and/or provided technical assistance to several teachers located in schools in economically depressed areas. Additional technical assistance was provided to administrators and architects in the areas of curriculum, program development, and planning new facilities.

B. Programs and Support Services in Non-Depressed Areas:

The State Supervisor evaluated and/or provided technical assistance to several teachers located in schools in non-economically depressed areas. The same services were provided to administrators and architects as in the depressed areas.

In-Service Education Provided in-service workshop for Maine Home Economics Curriculum Committee which included teachers from both economically and non-economically depressed areas. She also participated in the U.S. Department of Education Regional Curriculum Network. The purpose of this group was to assist teachers with curriculum development at their local level.

Resource Center Funds supported the expansion of services of the Maine Home Economics Resource Center. Over 6,500 items were distributed by the center staff. The Coordinator also provided workshops for teachers to view resources, utilize computers, and to eliminate sex stereotyping in home economics.

Teacher Education Funds were provided to support the teacher education program at the University of Maine at Farmington. One of the major outcomes of this grant was a Task Force Report entitled *Consumer - Home Economics Education in Maine: Rationale for Today and Into The Twenty-First Century*. Seven home economics teachers were part of the Task Force which was coordinated by the teacher educator at UMF. The State Supervisor was an active member of the group.

Copies of the Task Force results have been distributed to the 275 home economics teachers and superintendents, teacher educators, state supervisors, and other appropriate persons. Reception of the report and its futuristic approach has been extremely positive.

Advisory Board Consumer and Home Economics funds made possible a statewide Home Economics Education Advisory Board composed of educators and members of the public and private sectors. The group has been supportive of the state supervisor and home economics education.

Due to a broader recognition of what home economics education is trying to accomplish for students and families, the state supervisor and several teachers have been asked to participate in certain conferences for the first time. Recognition and networking have definitely been outcomes from this group.

C. State Leadership

Home Economics Middle School Curriculum Guide Consumer and Home Economics funds were utilized to develop a Home Economics Middle School Curriculum Guide. Fifteen teachers spent 10 days developing the new resource. During 1989-90, 21 teachers will pilot the guide and make recommendations.

There is a strong middle school thrust in Maine schools so the guide will be very timely to meet the needs of teachers at that level.

FHA/HERO The State Supervisor served as the State FHA/HERO Adviser. She provided leadership for the 270 members in 23 chapters. Consumer and Home Economics funds helped to provide in-service workshops for officers and their advisers.

Work and Family Consumer and Home Economics funds made possible the development of a Work and Family Institute. The Institute was a tripartite partnership including the Maine Department of Educational and Cultural Services, University of Maine at Farmington, and Southern Maine Technical College. In about eight months, the coordinator provided home economics related seminars to over 600 employees of business, industry, and agencies. Evaluations were extremely positive about the service and support.

Janis Cross
Consultant for Consumer and Home Economics Education
BASVE

PREP: Planning to Realize Educational Potential

The PREP (Planning to Realize Educational Potential) program was begun in 1987 as a collaborative effort between the Maine Department of Educational and Cultural Services and the Maine Occupational Information Coordinating Committee.

The program was organized to provide career awareness and educational planning options for all eighth graders. The joint initiative made career awareness available to every eighth grade school throughout Maine over a three-year period.

Maine school units were offered the opportunity to participate in the program at the cost of one-half of the training materials ($300 per school). Maine has 208 eighth grade units housed in 60 junior high schools, 23 junior/senior high schools and 125 individual 8th grade units housed in other buildings, with a student population of 15,827. The project was offered to 45 school units in 1987/88 and another 45 in 1988/89; the remainder of the units will be served in the 1989/90 school year.

Informational meetings were held in various sections of the State to give an overview of the project to interested schools. Local Educational Agencies were asked to send a team of three: an administrator, a guidance person and a teacher. The program, material, and curriculum were explained.

Training sessions then followed for participating schools and were conducted at the most convenient vocational center or region. The length of the training was two days and each school was asked to make a three-year commitment to the project.

The curriculum was developed to utilize the following materials in career awareness and educational planning:

1. *Guide to Occupational Exploration*
2. *Occupational Outlook Handbook*
3. *Dictionary of Occupational Titles*
4. *Standard Occupational Classification Manual*
5. Career information software appropriate for junior high school studies.
6. A five-part video cassette series entitled *Kaleidoscope of Careers*, featuring 140 occupations.
7. *The Maine Job Box*, featuring 300 Maine occupational profiles and curriculum materials.

The Curriculum consisted of eight lessons. Each lesson was designed to be presented during a regularly scheduled class period and included:

- The lesson's objective
- The lesson's content
- Suggested methods of presentation and activities
- References, supplementary materials, and relationship to existing Eighth Grade Curriculum
- Student worksheets

Each lesson built upon the previous one. The eight-lesson format was designed to be delivered over one quarter. PREP educators presented a minimum of one lesson per week. The curriculum included the following:

Lesson One:	Orientation to the Program
Lesson Two:	Self-Awareness
Lesson Three:	Building a Personal Profile
Lesson Four:	Career Awareness
Lesson Five:	The World of Work
Lesson Six:	Decision Making
Lesson Seven:	Career Exploration
Lesson Eight:	Planning for Your Educational and Career Preparation Plan

The program was so successful that it inspired the creation of a high school model program called "Future Builders." Future Builders takes off where Prep left off—offering the youngsters of Maine career decision making skills.

Helen Beesley
Consultant for Career Guidance and Counseling
BASVE

Integrated Studies

Southern Penobscot Vocational School (Region 4):

CCP (Comprehensive Competencies Program) - Designed to improve the basic skills of the labor force through competency-based learning management, Project CCP deals with functional competencies at the basic, intermediate, and advanced levels and utilizes CAI (computer aided instruction) methodology.

Intended to be a self-paced individualized approach, this project is flexible enough to allow "open entry - open exit" of learners via modular curriculum design.

This program can be successfully implemented by user organizations and/or instructors with no previous experience in delivering basic skills instruction.

As with Biddeford's "Project Expert," Region 4's CCP has obvious remedial/tutorial advantages and serves as an early intervention project which helps students transition from school to work.

Although not specifically designed for the purpose of identifying academic credits for graduation requirements, this could readily be accomplished because of its competency-based nature.

Katahdin High School: "Writing—A Model for Improving Communication"

This program is more limited in scope than the other two models in that it focuses upon only one (1) of the basic skills area - writing.

Developed under the state's innovative grant program, this model represents a "collaborative" between the academic high school and the vocational classroom setting—definitely a non-integrated approach to building basic skill for vocational schools.

In essence, the vocational student is exposed to extra instruction in the area of writing and communication skills which is made more relevant via the collaborative approach.

Academic credit for the writing skills component is not extracted from the vocational curricula, but is awarded for the academic component. This does little to address "credit crunch" situation.

EXEMPLARY PROJECTS 38

Biddeford Regional Vocational Center:

The integrated study project currently under development at the Biddeford Regional Vocational Center seeks to meet the requirements of chapter 127.13F. The strategy to meet the requirement is to have academic and occupational instructors input their curriculum content into an expert system software shell which then allows students to access the theoretical content while carrying out occupational content.

This project has evolved over five years and was originally funded locally with approximately $55,000 allocated for computers and software.

When local expertise was insufficient to accommodate the requirements of the project, a $35,000 Perkins grant was secured to provide for consulting by Gold Hill Company and to provide funding for faculty working on the project.

A consortium is being finalized with personnel from all of the sending schools which will oversee and recommend content and program design.

To date, much of the machine trades curriculum along with the corresponding academic math has been input into the system. This upcoming funding year, with a $26,750 Perkins grant, looks to add two to four additional areas and finalize the system design.

The first students should be using the system early this fall and stations should be located in each sending school and occupational shop by year's end.

This project has already gained national recognition as one viable solution to the integrated studies issue.

Portland Integrated Studies Project:

In 1984 the Educational Reform Act, Chapter 127.13F, provided for students to earn credits for science, social studies, and math offered as part of a vocational program.

Portland's integrated studies project began formally in 1987 with the hiring of Irving Ouellette as project consultant. The initial goal was to research and determine the best way to meet the requirements of the Educational Reform Act.

As authorized by the PRVTC general advisory board, a steering committee was formed with community and academic representation at all levels.

By November 1987, the program by program mapping process was begun to identify (1) specific vocational tasks that included mathematics and/or science topics; and (2) specific mathematics and/or science skills and concepts embedded within each of the identified vocational tasks. This process resulted in the development of a skills and task matrix for each of the 22 PRVTC program areas. Each instructor, working with a program consultant, identified the level of instruction and related time requirements for each academic skill identified.

In response to MDECS policy outlining procedures for applying for a commissioner's approval to grant integrated studies credit as per Chapter 127.13F, the project has taken steps to address the prescribed requirements. The first steps consisted of intensive meetings with MDECS officials to determine the parameters of the policy and broaden mutual understanding. As a result, the MDECS has made specific suggestions as to the format of student and program evaluation tools and a system by which sending schools can apply for a commissioner's approval.

The MDECS has approved a procedure by which individual schools can apply for a commissioner's approval to grant integrated studies credit. To encourage use of this procedure, a workshop on integrated studies policy development and application procedures was held for area principals and guidance staff.

The need to develop an evaluation tool to assess student learning of the integrated curriculum was recognized during the first year of the project, and is now being looked into again. There is a need to clearly determine whether the evaluation component is adequate and if not, to make changes.

Jean Jones
Consultant for Health Occupations Education and H.E.R.O.
BASVE

EXEMPLARY PROJECTS 40

Design And Implementation Of A New Foods Laboratory

Need

George Stevens Academy's kitchen area in the Home Economics room is an example of inefficient use of space and is inadequate in its storage and food preparation areas. There are no simple work triangles that permit ease of use and many cupboards are so highly positioned that no one can reach beyond the bottom shelf. Examples of poor energy-efficient design are also obvious with a refrigerator positioned next to a stove. It serves as a classic example of a very poorly planned kitchen. It certainly does not promote any student satisfaction or pride in the study or development of skills related to the area.

Beyond this very obvious physical need for the project there is the somewhat abstract but perhaps more important basic human need for our home economics and industrial arts students to work together on a major project of significant consequence that will strongly and directly influence their school experience and provide tangible results they can point to with great pride. In a school where two-thirds of students are college-bound, too often the Home Economics and Industrial Arts students see themselves as less than first-class citizens. They need opportunities like this to develop self-confidence and pride. This project would put the spotlight on them in a way it has never been focused. Especially in our local area where so many have earned a living as carpenters, construction workers, industrial craftspeople and boat builders, the students' accomplishment will be greeted and acclaimed with great enthusiasm. It seems certain that the local press will wish to cover the planning and implementation of the project in considerable detail, thus adding to the students' pride.

Goal

The overall and long-range aims of the proposed project are: (1) to develop planning, designing, budgeting, thinking, construction and finishing skills, (2) to improve Home Economics facilities for current and future students at George Stevens, (3) to develop pride among a segment of students, (4) to foster self-confidence which will permit students to tackle and accomplish major tasks in the future.

Enrollment

There were 12 males and 8 females enrolled. All were eleventh and twelfth graders. Interior Design and Residential Construction classes participated.

Activities

Learning activities that took place included drafting, model construction, interior design, kitchen design, cabinet making, and mill work. Academic work was, of course, also included.

Outcomes

1. It forced students to become involved in nontraditional skills. Many of the girls did not want to even pound nails. The boys made fun of them. But the girls became very confident and held their own with the boys.

2. Two boys won the kitchen design contest and their design was used in the construction.

3. One girl who had never handled any tools before became a router expert! She now helps her boyfriend, who is in the construction business.

4. Girls were better in math than some of the boys so they worked together to solve their problems. Two boys in particular had poor basic skills, but the girls worked with them in applying the math to the construction project.

5. Interpersonal skills of both boys and girls greatly improved.

6. Girls were no longer afraid to enter the IA lab. They became familiar with tools and refused to be intimidated by remarks from some male students when they entered IA to retrieve them.

7. AS A RESULT OF THE COURSE AND PROJECT, THE IA INSTRUCTOR DEVELOPED AN ARCHITECTURAL DRAWING COURSE FOR THE FALL OF 1989. AT LEAST ONE-THIRD OF THE STUDENTS WHO ENROLLED WERE NON-VOCATIONAL STUDENTS.

Janis Cross, Consumer and Home Economics Consultant, BASVE

SECONDARY VOCATIONAL EDUCATION ENROLLMENT STATISTICS
BY PROGRAM, STATE OF MAINE, PROGRAM YEAR 1988-1989

FACILITY	TITLE	CIP	UNIT OF ANALYSIS	UA#	AAO	AREA	MEN	% MEN	WOMEN	% WOMEN	TOTAL
COURSE OF STUDY: CAREER PREP											
PROGRAM: ---											
AUGUSTA	Cooperative Education	---	---	---	---	---	84	55.00	69	45.00	153
BATH	Cooperative Education	---	---	---	---	---	7	70.00	3	30.00	10
BIDDEFORD	Cooperative Education	---	---	---	---	---	60	61.00	38	39.00	98
BRIDGTON	Cooperative Education	---	---	---	---	---	10	83.00	2	17.00	12
DEXTER	Cooperative Education	---	---	---	---	---	55	53.00	49	47.00	104
ELLSWORTH	Cooperative Education	---	---	---	---	---	13	65.00	7	35.00	20
FARMINGTON	Cooperative Education	---	---	---	---	---	4	24.00	13	76.00	17
LEWISTON	Cooperative Education	---	---	---	---	---	60	50.00	60	50.00	120
PORTLAND	Cooperative Education	---	---	---	---	---	82	53.00	73	47.00	155
SANFORD	Cooperative Education	---	---	---	---	---	100	51.00	97	49.00	197
SKOWHEGAN	Cooperative Education	---	---	---	---	---	32	54.00	27	46.00	59
WATERVILLE	Cooperative Education	---	---	---	---	---	0	.....	0	.....	0
WESTBROOK	Cooperative Education	---	---	---	---	---	76	56.00	59	44.00	135
REGION 2	Cooperative Education	---	---	---	---	---	21	66.00	11	34.00	32
REGION 3	Cooperative Education	---	---	---	---	---	17	59.00	12	41.00	29
REGION 4	Cooperative Education	---	---	---	---	---	80	48.00	85	52.00	165
REGION 8	Cooperative Education	---	---	---	---	---	32	38.00	53	62.00	85
REGION 10	Cooperative Education	---	---	---	---	---	0	.....	0	.....	0
REGION 11	Cooperative Education	---	---	---	---	---	9	90.00	1	10.00	10
				PROGRAM SUBTOTAL:			742		659		1401
PROGRAM: MARKETING AND DISTRIBUTION											
BATH	Marketing/Distributive Education	08.0000	---	---	---	MDE	2	18.00	9	82.00	11
CARIBOU	Marketing/Distributive Education	08.0000	---	---	---	MDE	6	18.00	27	82.00	33
FARMINGTON	Distributive Education	08.0000	---	---	---	MDE	14	78.00	4	22.00	18
FORT KENT	Marketing	08.0000	---	---	---	MDE	3	33.00	6	67.00	9
LEWISTON	Marketing/Distributive Education	08.0000	---	---	---	MDE	14	50.00	14	50.00	28
PORTLAND	Marketing/Distributive Education	08.0000	---	---	---	MDE	10	30.00	23	70.00	33
SKOWHEGAN	Marketing/Distributive Education	08.0000	---	---	---	MDE	3	16.00	16	84.00	19
WESTBROOK	Distributive Education	08.0000	---	---	---	MDE	3	23.00	10	77.00	13
REGION 1	Marketing and Distribution	08.0000	---	---	---	MDE	0	.....	0	.....	0
REGION 4	Marketing/Distributive Education	08.0000	---	---	---	MDE	3	11.00	24	89.00	27
REGION 8	Merchandising	08.0000	---	---	---	MDE	0	0.00	6	100.00	6

SECONDARY VOCATIONAL EDUCATION ENROLLMENT STATISTICS
BY PROGRAM, STATE OF MAINE, PROGRAM YEAR 1988-1989

FACILITY	TITLE	CIP	UNIT OF ANALYSIS	UA#	AAO	AREA	MEN	% MEN	WOMEN	% WOMEN	TOTAL
REGION 11	Marketing	08.0000	---	---	---	MDE	7	22.00	25	78.00	32
				PROGRAM SUBTOTAL:			65		164		229
PROGRAM: ALLIED HEALTH SERVICES											
AUGUSTA	Health Occupations	17.0000	---	---	---	HOE	1	17.00	5	83.00	6
BIDDEFORD	Health Occupations	17.0000	---	---	---	HOE	3	21.00	11	79.00	14
CARIBOU	Health Occupations	17.0000	---	---	---	HOE	2	12.00	15	88.00	17
DEXTER	Health Occupations	17.0000	---	---	---	HOE	0	0.00	9	100.00	9
ELLSWORTH	Health Occupations	17.0000	---	---	---	HOE	0	0.00	7	100.00	7
FARMINGTON	Health Occupations	17.0000	---	---	---	HOE	1	14.00	6	86.00	7
FORT KENT	Health Occupations	17.0000	---	---	---	HOE	0	0.00	17	100.00	17
LEWISTON	Health Occupations	17.0000	---	---	---	HOE	3	13.00	20	87.00	23
PORTLAND	Health Occupations	17.0000	---	---	---	HOE	2	8.00	24	92.00	26
SKOWHEGAN	Health Occupations	17.0000	---	---	---	HOE	1	5.00	20	95.00	21
VAN BUREN	Health Occupations	[illegible]	---	---	---	HOE	0	0.00	10	100.00	10
REGION 1	Health Occupations	[illegible]	---	---	---	HOE	0	**********	0	**********	0
REGION 3	Health Occupations	17.0000	---	---	---	HOE	1	6.00	15	94.00	16
REGION 7	Health Occupations	17.0000	---	---	---	HOE	1	7.00	14	93.00	15
REGION 10	Health Occupations	17.0000	---	---	---	HOE	0	**********	0	**********	0
REGION 11	Allied Health	17.0000	---	---	---	HEE	0	0.00	31	100.00	31
				PROGRAM SUBTOTAL:			15		204		219
PROGRAM: JOB-SEEKING/CHANGING SKILLS											
REGION 2	Jobs for Maine's Graduates	32.0105	---	---	---	---	7	35.00	13	65.00	20
				PROGRAM SUBTOTAL:			7		13		20
PROGRAM: CONSTRUCTION TRADES											
CARIBOU	Industrial Construction	46.0000	---	---	---	TIE	18	100.00	0	0.00	18
				PROGRAM SUBTOTAL:			18		0		18
COURSE OF STUDY: OCCU PREP											
PROGRAM: AGRICULTURAL MECHANICS, GENERAL											

SECONDARY VOCATIONAL EDUCATION ENROLLMENT STATISTICS
BY PROGRAM, STATE OF MAINE, PROGRAM YEAR 1988-1989

FACILITY	TITLE	CIP	UNIT OF ANALYSIS	UA#	AAO	AREA	MEN	% MEN	WOMEN	% WOMEN	TOTAL
PRESQUE ISLE	Farm Mechanics	01.0201	---	---	---	AAE	26	100.00	0	0.00	26
REGION 2	Farm Mechanics	01.0201	---	---	---	AAE	8	100.00	0	0.00	8
REGION 3	Agriculture Mechanics	01.0201	---	---	---	AAE	20	100.00	0	0.00	20
				PROGRAM SUBTOTAL:			54		0		54
PROGRAM: AGRICULTURAL PRODUCTION, GENERAL											
CARIBOU	Agriculture/Natural Resources	01.0301	FARMERS/FARM	146	---	AAE	3	43.00	4	57.00	7
PRESQUE ISLE	Vocational Agriculture	01.0301	FARMERS/FARM	146	---	AAE	0	**********	0	**********	0
REGION 2	Farm Production	01.0301	FARMERS/FARM	146	---	AAE	10	100.00	0	0.00	10
REGION 7	Agriculture	01.0301	FARMERS/FARM	146	---	AAE	7	78.00	2	22.00	9
				PROGRAM SUBTOTAL:			20		6		26
PROGRAM: HORTICULTURE, GENERAL											
PORTLAND	Horticulture	01.0601	GARDENING/GROUNDSKEEPIN	144	210	AAE	9	43.00	12	57.00	21
SANFORD	Agriculture	01.0601	GARDENING/GROUNDSKEEPIN	144	210	AAE	9	60.00	6	40.00	15
				PROGRAM SUBTOTAL:			18		18		36
PROGRAM: CONSERVATION											
SKOWHEGAN	Conservation	03.0202	FOREST CONSERVATION AIDE	145	6	AAE	25	100.00	0	0.00	25
				PROGRAM SUBTOTAL:			25		0		25
PROGRAM: LOGGING											
AUGUSTA	Forestry/Wood Harvesting	03.0405	LOGGING OPERATIONS	063	273	AAE	5	100.00	0	0.00	5
DEXTER	Forestry/Wood Harvesting	03.0405	LOGGING OPERATIONS	063	273	AAE	21	100.00	0	0.00	21
ELLSWORTH	Wood Harvesting	03.0405	LOGGING OPERATIONS	063	273	AAE	0	**********	0	**********	0
FARMINGTON	Forestry	03.0405	LOGGING OPERATIONS	063	273	AAE	25	100.00	0	0.00	25
MADAWASKA	Tree Harvesting	03.0405	LOGGING OPERATIONS	063	273	AAE	0	**********	0	**********	0
PRESQUE ISLE	Forestry	03.0405	LOGGING OPERATIONS	063	273	AAE	8	100.00	0	0.00	8
REGION 1	Tree Harvesting	03.0405	LOGGING OPERATIONS	063	273	AAE	0	**********	0	**********	0
REGION 2	Tree Harvesting	03.0405	LOGGING OPERATIONS	063	273	AAE	13	100.00	0	0.00	13
REGION 3	Forest Harvesting	03.0405	LOGGING OPERATIONS	063	273	AAE	10	100.00	0	0.00	10
REGION 9	Forestry/Wood Harvesting	03.0405	LOGGING OPERATIONS	063	273	AAE	13	100.00	0	0.00	13
REGION 11	Forestry/Wood Harvesting	03.0405	LOGGING OPERATIONS	063	273	AAE	17	100.00	0	0.00	17
				PROGRAM SUBTOTAL:			112		0		112

SECONDARY VOCATIONAL EDUCATION ENROLLMENT STATISTICS
BY PROGRAM, STATE OF MAINE, PROGRAM YEAR 1988-1989

FACILITY	TITLE	CIP	UNIT OF ANALYSIS	UA#	AAO	AREA	MEN	% MEN	WOMEN	% WOMEN	TOTAL
PROGRAM: ACCOUNTING AND COMPUTING											
BATH	Business Administration	07.0102	ACCOUNTING/BOOKKEEPING	051	589	BOE	1	17.00	5	83.00	6
LEWISTON	Business Administration	07.0102	ACCOUNTING/BOOKKEEPING	051	589	BOE	7	26.00	20	74.00	27
REGION 8	Business Administration	07.0102	ACCOUNTING/BOOKKEEPING	051	589	BOE	0	0.00	7	100.00	7
REGION 11	Business Administration	07.0102	ACCOUNTING/BOOKKEEPING	051	589	BOE	60	47.00	68	53.00	128
				PROGRAM SUBTOTAL:			68		100		168
PROGRAM: TELLER											
LEWISTON	Teller Training	07.0205	TELLERS	050	175	BOE	2	22.00	7	78.00	9
				PROGRAM SUBTOTAL:			2		7		9
PROGRAM: BUSINESS COMPUTER AND CONSOLE											
WATERVILLE	Business Computer Systems	07.0302	COMPUTER OPERATOR	048	42	BOE	6	38.00	10	63.00	16
REGION 3	Computer Applications	07.0302	COMPUTER OPERATOR	048	42	BOE	8	28.00	21	72.00	29
				PROGRAM SUBTOTAL:			14		31		45
PROGRAM: BUSINESS DATA ENTRY EQUIPMENT											
AUGUSTA	Computer Information	07.0303	BUSINESS DATA PROCESSING	049	38	BOE	3	19.00	13	81.00	16
BIDDEFORD	Data and Word Processing	07.0303	BUSINESS DATA PROCESSING	049	38	BOE	1	11.00	8	89.00	9
CARIBOU	Computer Data Processing	07.0303	BUSINESS DATA PROCESSING	049	38	BOE	2	29.00	5	71.00	7
ELLSWORTH	Advanced Business Practice	07.0303	BUSINESS DATA PROCESSING	049	38	BOE	0	0.00	10	100.00	10
FARMINGTON	Data Processing	07.0303	BUSINESS DATA PROCESSING	049	38	BOE	5	45.00	6	55.00	11
LEWISTON	Data Processing	07.0303	BUSINESS DATA PROCESSING	049	38	BOE	4	57.00	3	43.00	7
MADAWASKA	Computer Applications	07.0303	BUSINESS DATA PROCESSING	049	38	BOE	9	60.00	6	40.00	15
PORTLAND	Data Processing	07.0303	BUSINESS DATA PROCESSING	049	38	BOE	53	43.00	71	57.00	124
SANFORD	Data Processing	07.0303	BUSINESS DATA PROCESSING	049	38	BOE	10	67.00	5	33.00	15
VAN BUREN	Data Processing	07.0303	BUSINESS DATA PROCESSING	049	38	BOE	2	12.00	15	88.00	17
WATERVILLE	Data/Word Processing	07.0303	BUSINESS DATA PROCESSING	049	38	BOE	0	0.00	12	100.00	12
WESTBROOK	Data Processing	07.0303	BUSINESS DATA PROCESSING	049	38	BOE	0	.....	0	.....	0
REGION 4	Data Processing	07.0303	BUSINESS DATA PROCESSING	049	38	BOE	9	23.00	30	77.00	39
REGION 10	Information Processing	07.0303	BUSINESS DATA PROCESSING	049	38	BOE	3	14.00	18	86.00	21
				PROGRAM SUBTOTAL:			101		202		303

SECONDARY VOCATIONAL EDUCATION ENROLLMENT STATISTICS
BY PROGRAM, STATE OF MAINE, PROGRAM YEAR 1988-1989

FACILITY	TITLE	CIP	UNIT OF ANALYSIS	UA#	AAO	AREA	MEN	% MEN	WOMEN	% WOMEN	TOTAL
PROGRAM: SECRETARIAL AND RELATED PROGRAMS											
BATH	Secretarial	07.0601	SECRETARIES	043	586	BOE	0	0.00	4	100.00	4
LEWISTON	Secretarial	07.0601	SECRETARIES	043	586	BOE	0	0.00	12	100.00	12
REGION 11	Secretarial	07.0601	SECRETARIES	043	586	BOE	0	0.00	27	100.00	27
				PROGRAM SUBTOTAL:			0		43		43
PROGRAM: GENERAL OFFICE CLERK											
BATH	Clerical	07.0705	CLERKS AND RELATED	055	992	BOE	1	5.00	21	95.00	22
LEWISTON	Clerical	07.0705	CLERKS AND RELATED	055	992	BOE	0	0.00	5	100.00	5
REGION 11	Clerical	07.0705	CLERKS AND RELATED	055	992	BOE	3	18.00	14	82.00	17
				PROGRAM SUBTOTAL:			4		40		44
PROGRAM: RETAILING											
AUGUSTA	Retail Marketing	08.0705	MERCHANDISE MANAGERS	037	63	MDE	4	50.00	4	50.00	8
BIDDEFORD	Retailing and Merchandising	08.0705	MERCHANDISE MANAGERS	037	63	MDE	0	0.00	14	100.00	14
WATERVILLE	Marketing/Retail	08.0705	MERCHANDISE MANAGERS	037	63	MDE	3	25.00	9	75.00	12
REGION 2	Merchandising/Marketing	08.0705	MERCHANDISE MANAGERS	037	63	MDE	0	.....	0	.....	0
REGION 10	Retailing	08.0705	MERCHANDISE MANAGERS	037	63	MDE	2	5.00	35	95.00	37
				PROGRAM SUBTOTAL:			9		62		71
PROGRAM: TOURISM											
DEXTER	Hospitality	08.1104	TRAVEL ASSISTANCE	057	3	MDE	4	36.00	7	64.00	11
				PROGRAM SUBTOTAL:			4		7		11
PROGRAM: COMPUTER TECHNOLOGY											
ELLSWORTH	Computer Technology	15.0301	—	—	—	TEC	4	100.00	0	0.00	4
				PROGRAM SUBTOTAL:			4		0		4
PROGRAM: WARD CLERK											
LEWISTON	Unit Clerk	17.0513	—	—	—	HOE	0	0.00	8	100.00	8
				PROGRAM SUBTOTAL:			0		8		8

SECONDARY VOCATIONAL EDUCATION ENROLLMENT STATISTICS
BY PROGRAM, STATE OF MAINE, PROGRAM YEAR 1988-1989

FACILITY	TITLE	CIP	UNIT OF ANALYSIS	LEA#	AAO	AREA	MEN	% MEN	WOMEN	% WOMEN	TOTAL
PROGRAM: NURSING ASSISTING											
BATH	Health Assistant	17.0602	NURSE AIDES/ORDERLIES	132	681	HOE	2	20.00	8	80.00	10
CALAIS	Nursing Assisting	17.0602	NURSE AIDES/ORDERLIES	132	681	HOE	0	0.00	3	100.00	3
DEXTER	Nurse Aide	17.0602	NURSE AIDES/ORDERLIES	132	681	HOE	1	14.00	6	86.00	7
MACHIAS	Health Occupations	17.0602	NURSE AIDES/ORDERLIES	137	681	HOE	0	.....	0	.....	0
PRESQUE ISLE	Nurse s Aide	17.0602	NURSE AIDES/ORDERLIES	132	681	HOE	1	8.00	12	92.00	13
SANFORD	Health Occupations	17.0602	NURSE AIDES/ORDERLIES	132	681	HOE	0	0.00	20	100.00	20
WATERVILLE	Health Occupations	17.0602	NURSE AIDES/ORDERLIES	132	681	HOE	1	4.00	22	96.00	23
REGION 2	Health Occupations	17.0602	NURSE AIDES/ORDERLIES	132	681	HOE	1	5.00	21	95.00	22
REGION 3	Nursing Assistant	17.0602	NURSE AIDES/ORDERLIES	132	681	HOE	1	8.00	11	92.00	12
REGION 4	Health Occupations	17.0602	NURSE AIDES/ORDERLIES	132	681	HOE	0	0.00	10	100.00	10
REGION 6	Health Occupations	17.0602	NURSE AIDES/ORDERLIES	132	681	HOE	0	.....	0	.....	0
REGION 8	Certified Nurse Assisting	17.0602	NURSE AIDES/ORDERLIES	132	681	HOE	0	0.00	10	100.00	10
REGION 9	Certified Nurse Aide	17.0602	NURSE AIDES/ORDERLIES	132	681	HOE	0	0.00	5	100.00	5
REGION 10	Nurse Assistant	17.0602	NURSE AIDES/ORDERLIES	132	681	HOE	2	17.00	10	83.00	12
				PROGRAM SUBTOTAL:			9		138		147
PROGRAM: CHILD CARE AIDE/ASSISTING											
AUGUSTA	Child Care	20.0202	CHILD CARE ASSISTANTS	137	193	HEE	0	0.00	12	100.00	12
BATH	Child Care	20.0202	CHILD CARE ASSISTANTS	137	193	HEE	1	5.00	18	95.00	19
BIDDEFORD	Early Childhood Education	20.0202	CHILD CARE ASSISTANTS	137	193	HEE	0	0.00	17	100.00	17
CALAIS	Child Care Aide/Assisting	20.0202	CHILD CARE ASSISTANTS	137	193	HEE	0	0.00	10	100.00	10
ELLSWORTH	Child Care	20.0202	CHILD CARE ASSISTANTS	137	193	HEE	2	33.00	4	67.00	6
FARMINGTON	Child Care	20.0202	CHILD CARE ASSISTANTS	137	193	HEE	0	.....	0	.....	0
FORT KENT	Child Care	20.0202	CHILD CARE ASSISTANTS	137	193	HEE	0	0.00	7	100.00	7
LEWISTON	Child Care Aide	20.0202	CHILD CARE ASSISTANTS	137	193	HEE	0	0.00	29	100.00	29
PORTLAND	Child Care	20.0202	CHILD CARE ASSISTANTS	137	193	HEE	1	3.00	35	97.00	36
VAN BUREN	Child Care	20.0202	CHILD CARE ASSISTANTS	137	193	HEE	0	0.00	9	100.00	9
WATERVILLE	Child Care	20.0202	CHILD CARE ASSISTANTS	137	193	HEE	0	0.00	26	100.00	26
WESTBROOK	Child Care Aide	20.0202	CHILD CARE ASSISTANTS	137	193	HEE	0	0.00	34	100.00	34
REGION 1	Child Care	20.0202	CHILD CARE ASSISTANTS	137	193	HEE	0	.....	0	.....	0
REGION 4	Child Care	20.0202	CHILD CARE ASSISTANTS	137	193	HEE	1	4.00	22	96.00	23
REGION 6	Child Care	20.0202	CHILD CARE ASSISTANTS	137	193	HEE	0	.....	0	.....	0
REGION 7	Child Care	20.0202	CHILD CARE ASSISTANTS	137	193	HEE	0	0.00	6	100.00	6
REGION 11	Child Care	20.0202	CHILD CARE ASSISTANTS	137	193	HEE	0	0.00	1	100.00	1
				PROGRAM SUBTOTAL:			5		230		235

SECONDARY VOCATIONAL EDUCATION ENROLLMENT STATISTICS
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FACILITY	TITLE	CIP	UNIT OF ANALYSIS	UA#	AAO	AREA	MEN	% MEN	WOMEN	% WOMEN	TOTAL
PROGRAM: CUSTOM APPAREL/GARMENT SEAMSTRESS											
PRESQUE ISLE	Fashion and Textile Trades	20.0304	GARMENT MAKER	090	34	HEE	0	**********	0	**********	0
				PROGRAM SUBTOTAL:			0		0		0
PROGRAM: FOOD SERVICE											
AUGUSTA	Food Service	20.0406	FOOD SERVICE WORKERS	129	889	HEE	8	67.00	4	33.00	12
BRIDGTON	Food Service	20.0406	FOOD SERVICE WORKERS	129	889	HEE	10	45.00	12	55.00	22
DEXTER	Food Services	20.0406	FOOD SERVICE WORKERS	129	889	HEE	3	21.00	11	79.00	14
ELLSWORTH	Food Trades	20.0406	FOOD SERVICE WORKERS	129	889	HEE	1	14.00	6	86.00	7
LEWISTON	Foods Service	20.0406	FOOD SERVICE WORKERS	129	889	HEE	12	50.00	12	50.00	24
PORTLAND	Food Service	20.0406	FOOD SERVICE WORKERS	129	889	HEE	10	48.00	11	52.00	21
PRESQUE ISLE	Quantity Foods	20.0406	FOOD SERVICE WORKERS	129	889	HEE	8	25.00	24	75.00	32
SKOWHEGAN	Food Service	20.0406	FOOD SERVICE WORKERS	129	889	HEE	5	23.00	17	77.00	22
WATERVILLE	Food Service	20.0406	FOOD SERVICE WORKERS	129	889	HEE	13	48.00	14	52.00	27
WESTBROOK	Food Services	20.0406	FOOD SERVICE WORKERS	129	889	HEE	17	85.00	3	15.00	20
REGION 2	Food Preparation and Services	20.0406	FOOD SERVICE WORKERS	129	889	HEE	6	26.00	17	74.00	23
REGION 3	Food Service	20.0406	FOOD SERVICE WORKERS	129	889	HEE	0	0.00	18	100.00	18
REGION 4	Food Services	20.0406	FOOD SERVICE WORKERS	129	889	HEE	16	46.00	19	54.00	35
REGION 7	Food Service	20.0406	FOOD SERVICE WORKERS	129	889	HEE	3	27.00	8	73.00	11
REGION 8	Food Preparation	20.0406	FOOD SERVICE WORKERS	129	889	HEE	7	37.00	12	63.00	19
REGION 10	Food Trades	20.0406	FOOD SERVICE WORKERS	129	889	HEE	9	35.00	17	65.00	26
				PROGRAM SUBTOTAL:			128		205		333
PROGRAM: BRICK, BLOCK, AND STONEMASONRY											
PORTLAND	Masonry	46.0102	BRICKLAYER	062	23	TIE	30	100.00	0	0.00	30
REGION 8	Masonry	46.0102	BRICKLAYER	062	23	TIE	0	**********	0	**********	0
REGION 10	Masonry	46.0102	BRICKLAYER	062	23	TIE	0	**********	0	**********	0
				PROGRAM SUBTOTAL:			30		0		30
PROGRAM: CARPENTRY											
AUGUSTA	Carpentry	46.0201	CARPENTERS	061	577	TIE	21	100.00	0	0.00	21
BATH	Building Construction	46.0201	CARPENTERS	061	577	TIE	32	97.00	1	3.00	33
BIDDEFORD	Building Construction	46.0201	CARPENTERS	061	577	TIE	22	100.00	0	0.00	22
BRIDGTON	Residential House Construction	46.0201	CARPENTERS	061	577	TIE	12	100.00	0	0.00	12

SECONDARY VOCATIONAL EDUCATION ENROLLMENT STATISTICS
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FACILITY	TITLE	CIP	UNIT OF ANALYSIS	UA#	AAO	AREA	MEN	% MEN	WOMEN	% WOMEN	TOTAL
CALAIS	Building Construction	46.0201	CARPENTERS	061	577	TIE	14	100.00	0	0.00	14
DEXTER	Home Building	46.0201	CARPENTERS	061	577	TIE	20	95.00	1	5.00	21
ELLSWORTH	Building Trades	46.0201	CARPENTERS	061	577	TIE	8	100.00	0	0.00	8
FARMINGTON	Carpentry	46.0201	CARPENTERS	061	577	TIE	23	92.00	2	8.00	25
LEWISTON	Carpentry	46.0201	CARPENTERS	061	577	TIE	30	97.00	1	3.00	31
MACHIAS	Building Trades	46.0201	CARPENTERS	061	577	TIE	5	83.00	1	17.00	6
PORTLAND	Carpentry	46.0201	CARPENTERS	061	577	TIE	55	98.00	1	2.00	56
PRESQUE ISLE	Building Trades	46.0201	CARPENTERS	061	577	TIE	31	100.00	0	0.00	31
SANFORD	Building Trades	46.0201	CARPENTERS	061	577	TIE	30	91.00	3	9.00	33
SKOWHEGAN	Carpentry	46.0201	CARPENTERS	061	577	TIE	40	100.00	0	0.00	40
WATERVILLE	Carpentry	46.0201	CARPENTERS	061	577	TIE	35	97.00	1	3.00	36
WESTBROOK	Carpentry	46.0201	CARPENTERS	061	577	TIE	27	100.00	0	0.00	27
REGION 2	Building Trades	46.0201	CARPENTERS	061	577	TIE	11	100.00	0	0.00	11
REGION 3	Building Trades	46.0201	CARPENTERS	061	577	TIE	41	98.00	1	2.00	42
REGION 4	Carpentry	46.0201	CARPENTERS	061	577	TIE	29	100.00	0	0.00	29
REGION 6	Building Trades	46.0201	CARPENTERS	061	577	TIE	0	.....	0	.....	0
REGION 7	Building Construction	46.0201	CARPENTERS	061	577	TIE	20	100.00	0	0.00	20
REGION 8	Carpentry	46.0201	CARPENTERS	061	577	TIE	14	100.00	0	0.00	14
REGION 9	Building Trades	46.0201	CARPENTERS	061	577	TIE	17	100.00	0	0.00	17
REGION 10	Building Trades	46.0201	CARPENTERS	061	577	TIE	55	98.00	1	2.00	56
REGION 11	Carpentry	46.0201	CARPENTERS	061	577	TIE	20	91.00	2	9.00	22
				PROGRAM SUBTOTAL:			612		15		627

PROGRAM: ELECTRICIAN

AUGUSTA	Electricity	46.0302	ELECTRICIANS	065	208	TIE	13	100.00	0	0.00	13
BATH	Electricity	46.0302	ELECTRICIANS	065	208	TIE	15	100.00	0	0.00	15
BIDDEFORD	Electrical	46.0302	ELECTRICIANS	065	208	TIE	18	100.00	0	0.00	18
BRIDGTON	Electrical Occupations	46.0302	ELECTRICIANS	065	208	TIE	12	100.00	0	0.00	12
FARMINGTON	Industrial Electricity	46.0302	ELECTRICIANS	065	208	TIE	14	100.00	0	0.00	14
LEWISTON	Electrical Trades	46.0302	ELECTRICIANS	065	208	TIE	28	100.00	0	0.00	28
PORTLAND	Electricity	46.0302	ELECTRICIANS	065	208	TIE	18	100.00	0	0.00	18
PRESQUE ISLE	Residential Electricity	46.0302	ELECTRICIANS	065	208	TIE	22	100.00	0	0.00	22
SKOWHEGAN	Electrical Construction	46.0302	ELECTRICIANS	065	208	TIE	25	100.00	0	0.00	25
WESTBROOK	Electricity	46.0302	ELECTRICIANS	065	208	TIE	35	100.00	0	0.00	35
REGION 1	Residential Electricity	46.0302	ELECTRICIANS	065	208	TIE	0	.....	0	.....	0
REGION 3	Electricity	46.0302	ELECTRICIANS	065	208	TIE	19	100.00	0	0.00	19
REGION 4	Electrical	46.0302	ELECTRICIANS	065	208	TIE	28	97.00	1	3.00	29
REGION 7	Electricity	46.0302	ELECTRICIANS	065	208	TIE	10	100.00	0	0.00	10
				PROGRAM SUBTOTAL:			257		1		258

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FACILITY	TITLE	CIP	UNIT OF ANALYSIS	UA#	AA#	AREA	MEN	% MEN	WOMEN	% WOMEN	TOTAL
PROGRAM: BUILDING MAINTENANCE											
WATERVILLE	Building Maintenance	46.0401	BUILDING MAINTENANCE	111	230	TIE	24	100.00	0	0.00	24
REGION 4	Building Maintenance	46.0401	BUILDING MAINTENANCE	111	230	TIE	0	*****	0	*****	0
				PROGRAM SUBTOTAL:			24		0		24
PROGRAM: PLUMBING											
BATH	Plumbing	46.0503	PLUMBERS/PIPEFITTERS	068	168	TIE	0	*****	0	*****	0
PORTLAND	Plumbing	46.0503	PLUMBERS/PIPEFITTERS	068	168	TIE	22	100.00	0	0.00	22
WATERVILLE	Plumbing	46.0503	PLUMBERS/PIPEFITTERS	068	168	TIE	0	*****	0	*****	0
REGION 4	Plumbing and Heating	46.0503	PLUMBERS/PIPEFITTERS	068	168	TIE	7	100.00	0	0.00	7
				PROGRAM SUBTOTAL:			29		0		29
PROGRAM: COMMUNICATIONS ELECTRONICS											
CALAIS	Electronics	47.0103	COMMUNICATIONS	095	33	TIE	7	100.00	0	0.00	7
CARIBOU	Electronic Technology	47.0103	COMMUNICATIONS	095	33	TIE	8	100.00	0	0.00	8
PORTLAND	Electronics	47.0103	COMMUNICATIONS	095	33	TIE	16	94.00	1	6.00	17
SANFORD	Electronics	47.0103	COMMUNICATIONS	095	33	TIE	20	100.00	0	0.00	20
WESTBROOK	Electronics	47.0103	COMMUNICATIONS	095	33	TIE	8	100.00	0	0.00	8
REGION 6	Electronics	47.0103	COMMUNICATIONS	095	33	TIE	0	*****	0	*****	0
				PROGRAM SUBTOTAL:			59		1		60
PROGRAM: MAJOR APPLIANCE REPAIR											
REGION 10	Major Appliance Repair	47.0106	APPLIANCE REPAIR	084	16	TIE	0	*****	0	*****	0
				PROGRAM SUBTOTAL:			0		0		0
PROGRAM: HEATING, AIR CONDITIONING, AND											
AUGUSTA	Heating/Air Conditioning	47.0201	HEATING/COOLING/AIR	075	42	TIE	0	*****	0	*****	0
PORTLAND	Heating/Air Conditioning	47.0201	HEATING/COOLING/AIR	075	42	TIE	0	*****	0	*****	0
WATERVILLE	Heating/Plumbing	47.0201	HEATING/COOLING/AIR	075	42	TIE	12	92.00	1	8.00	13
REGION 4	Air Conditioning/Refrigeration	47.0201	HEATING/COOLING/AIR	075	42	TIE	6	100.00	0	0.00	6
				PROGRAM SUBTOTAL:			18		1		19

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FACILITY	TITLE	CIP	UNIT OF ANALYSIS	UA#	AAO	AREA	MEN	% MEN	WOMEN	% WOMEN	TOTAL
PROGRAM: HEAVY EQUIPMENT MAINTENANCE AND											
CARIBOU	Large Equipment Maintenance	47.0302	DIESEL/HEAVY EQUIPMENT	079	42	TIE	21	100.00	0	0.00	21
DEXTER	Heavy Equipment	47.0302	DIESEL/HEAVY EQUIPMENT	079	42	TIE	22	100.00	0	0.00	22
REGION 2	Heavy Duty Equipment	47.0302	DIESEL/HEAVY EQUIPMENT	079	42	TIE	14	82.00	3	18.00	17
REGION 4	Heavy Equipment Maintenance	47.0302	DIESEL/HEAVY EQUIPMENT	079	42	TIE	23	96.00	1	4.00	24
REGION 7	Heavy Equipment Mechanics	47.0302	DIESEL/HEAVY EQUIPMENT	079	42	TIE	3	100.00	0	0.00	3
				PROGRAM SUBTOTAL:			83		4		87
PROGRAM: INDUSTRIAL MACHINERY MAINTENANCE											
REGION 4	Hydraulics	47.0303	MAINTENANCE MECHANICS	082	118	TIE	0	.....	0	.....	0
				PROGRAM SUBTOTAL:			0		0		0
PROGRAM: AUTOMOTIVE BODY REPAIR											
AUGUSTA	Auto Body Repair	47.0603	AUTO BODY REPAIR	076	53	TIE	14	93.00	1	7.00	15
BIDDEFORD	Auto Body	47.0603	AUTO BODY REPAIR	076	53	TIE	15	83.00	3	17.00	18
CARIBOU	Auto Body Repair	47.0603	AUTO BODY REPAIR	076	53	TIE	24	100.00	0	0.00	24
LEWISTON	Auto Body	47.0603	AUTO BODY REPAIR	076	53	TIE	56	100.00	0	0.00	56
MADAWASKA	Auto Body	47.0603	AUTO BODY REPAIR	076	53	TIE	4	100.00	0	0.00	4
PORTLAND	Auto Body Repair	47.0603	AUTO BODY REPAIR	076	53	TIE	38	100.00	0	0.00	38
WATERVILLE	Auto Body	47.0603	AUTO BODY REPAIR	076	53	TIE	25	100.00	0	0.00	25
REGION 1	Auto Body Repair	47.0603	AUTO BODY REPAIR	076	53	TIE	0	.....	0	.....	0
REGION 4	Auto Body Repair	47.0603	AUTO BODY REPAIR	076	53	TIE	22	96.00	1	4.00	23
REGION 7	Auto Body/Spray Painting	47.0603	AUTO BODY REPAIR	076	53	TIE	25	96.00	1	4.00	26
REGION 8	Auto Body	47.0603	AUTO BODY REPAIR	076	53	TIE	18	100.00	0	0.00	18
REGION 10	Auto Body Repair	47.0603	AUTO BODY REPAIR	076	53	TIE	19	83.00	4	17.00	23
				PROGRAM SUBTOTAL:			260		10		270
PROGRAM: AUTOMOTIVE MECHANICS											
AUGUSTA	Auto Mechanics	47.0604	AUTOMOTIVE MECHANICS	077	289	TIE	21	100.00	0	0.00	21
BATH	Auto Mechanics	47.0604	AUTOMOTIVE MECHANICS	077	289	TIE	33	97.00	1	3.00	34
BIDDEFORD	Auto Mechanics	47.0604	AUTOMOTIVE MECHANICS	077	289	TIE	18	95.00	1	5.00	19
BRIDGTON	Automotive Servicing	47.0604	AUTOMOTIVE MECHANICS	077	289	TIE	29	100.00	0	0.00	29
CARIBOU	Auto Mechanics	47.0604	AUTOMOTIVE MECHANICS	077	289	TIE	23	96.00	1	4.00	24
DEXTER	Automotive	47.0604	AUTOMOTIVE MECHANICS	077	289	TIE	32	97.00	1	3.00	33

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FACILITY	TITLE	CIP	UNIT OF ANALYSIS	UA#	AAO	AREA	MEN	% MEN	WOMEN	% WOMEN	TOTAL
ELLSWORTH	Automotives	47.0604	AUTOMOTIVE MECHANICS	077	289	TIE	15	94.00	1	6.00	16
FARMINGTON	Auto Mechanics	47.0604	AUTOMOTIVE MECHANICS	077	289	TIE	23	100.00	0	0.00	23
FORT KENT	Auto Mechanics	47.0604	AUTOMOTIVE MECHANICS	077	289	TIE	32	86.00	5	14.00	37
LEWISTON	Automotives	47.0604	AUTOMOTIVE MECHANICS	077	289	TIE	26	93.00	2	7.00	28
MADAWASKA	Auto Mechanics	47.0604	AUTOMOTIVE MECHANICS	077	289	TIE	16	100.00	0	0.00	16
PORTLAND	Automotive Machanics	47.0604	AUTOMOTIVE MECHANICS	077	289	TIE	54	100.00	0	0.00	54
PRESQUE ISLE	Automotive Mechanics	47.0604	AUTOMOTIVE MECHANICS	077	289	TIE	28	100.00	0	0.00	28
SANFORD	Power Mechanics	47.0604	AUTOMOTIVE MECHANICS	077	289	TIE	28	100.00	0	0.00	28
SKOWHEGAN	Automotive Technology	47.0604	AUTOMOTIVE MECHANICS	077	289	TIE	44	92.00	4	8.00	48
WATERVILLE	Automotive Mechanics	47.0604	AUTOMOTIVE MECHANICS	077	289	TIE	20	91.00	2	9.00	22
WESTBROOK	Auto Mechanics	47.0604	AUTOMOTIVE MECHANICS	077	289	TIE	20	95.00	1	5.00	21
REGION 1	Auto Mechanics	47.0604	AUTOMOTIVE MECHANICS	077	289	TIE	0	.....	0	.....	0
REGION 2	Transportation Mechanics	47.0604	AUTOMOTIVE MECHANICS	077	289	TIE	68	94.00	4	6.00	72
REGION 3	Automotive Mechanics	47.0604	AUTOMOTIVE MECHANICS	077	289	TIE	49	98.00	1	2.00	50
REGION 4	Automotive Mechanics	47.0604	AUTOMOTIVE MECHANICS	077	289	TIE	48	96.00	2	4.00	50
REGION 7	Automotive Technician	47.0604	AUTOMOTIVE MECHANICS	077	289	TIE	7	100.00	0	0.00	7
REGION 8	Auto Mechanics	47.0604	AUTOMOTIVE MECHANICS	077	289	TIE	20	95.00	1	5.00	21
REGION 10	Auto Mechanics	47.0604	AUTOMOTIVE MECHANICS	077	289	TIE	19	76.00	6	24.00	25
				PROGRAM SUBTOTAL:			673		33		706
PROGRAM: DIESEL ENGINE MECHANICS											
REGION 1	Diesel Mechanics	47.0605	DIESEL/HEAVY EQUIPMENT	079	42	TIE	0	.....	0	.....	0
				PROGRAM SUBTOTAL:			0		0		0
PROGRAM: SMALL ENGINE REPAIR											
AUGUSTA	Small Engine Repair	47.0606	---	---	---	TIE	8	100.00	0	0.00	8
DEXTER	Small Engines	47.0606	---	---	---	TIE	6	100.00	0	0.00	6
PORTLAND	Small Engine Repair	47.0606	---	---	---	TIE	18	100.00	0	0.00	18
REGION 4	Small Engines	47.0606	---	---	---	TIE	26	100.00	0	0.00	26
REGION 10	Outdoor Power Equipment	47.0606	---	---	---	TIE	24	96.00	1	4.00	25
				PROGRAM SUBTOTAL:			82		1		83
PROGRAM: DRAFTING, GENERAL											
AUGUSTA	Drafting	48.0101	DRAFTING	001	53	TIE	10	83.00	2	17.00	12
BATH	Drafting	48.0101	DRAFTING	001	53	TIE	26	84.00	5	16.00	31
BIDDEFORD	Drafting	48.0101	DRAFTING	001	53	TIE	21	81.00	5	19.00	26

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FACILITY	TITLE	CIP	UNIT OF ANALYSIS	UA#	AAO	AREA	MEN	% MEN	WOMEN	% WOMEN	TOTAL
BRIDGTON	Drafting and Design	48.0101	DRAFTING	001	53	TIE	17	77.00	5	23.00	22
FARMINGTON	Drafting	48.0101	DRAFTING	001	53	TIE	4	100.00	0	0.00	4
LEWISTON	Drafting	48.0101	DRAFTING	001	53	TIE	20	63.00	12	38.00	32
PRESQUE ISLE	Vocational Drafting	48.0101	DRAFTING	001	53	TIE	23	70.00	10	30.00	33
SANFORD	Drafting	48.0101	DRAFTING	001	53	TIE	12	86.00	2	14.00	14
WATERVILLE	Drafting	48.0101	DRAFTING	001	53	TIE	0	.....	0	.....	0
WESTBROOK	Drafting	48.0101	DRAFTING	001	53	TIE	23	74.00	8	26.00	31
REGION 2	Drafting/Graphics	48.0101	DRAFTING	001	53	TIE	15	75.00	5	25.00	20
REGION 10	Drafting	48.0101	DRAFTING	001	53	TIE	19	95.00	1	5.00	20
				PROGRAM SUBTOTAL:			190		55		245
PROGRAM: ARCHITECTURAL DRAFTING											
PORTLAND	Architectural Drafting	48.0102	DRAFTING	001	53	TIE	12	80.00	3	20.00	15
REGION 4	Blueprint Reading and Drawing	48.0102	DRAFTING	001	53	TIE	14	88.00	2	13.00	16
				PROGRAM SUBTOTAL:			26		5		31
PROGRAM: MECHANICAL DRAFTING											
PORTLAND	Mechanical Drafting	48.0105	DRAFTING	001	53	TIE	0	.....	0	.....	0
				PROGRAM SUBTOTAL:			0		0		0
PROGRAM: GRAPHIC AND PRINTING COMMUNICATIONS,											
AUGUSTA	Graphic Arts	48.0201	LITHOGRAPHY/	092	83	TIE	5	31.00	11	69.00	16
LEWISTON	Graphic Arts	48.0201	LITHOGRAPHY/	092	83	TIE	13	87.00	2	13.00	15
PORTLAND	Graphic Arts	48.0201	LITHOGRAPHY/	092	83	TIE	5	26.00	14	74.00	19
PRESQUE ISLE	Graphic Arts	48.0201	LITHOGRAPHY/	092	83	TIE	7	35.00	13	65.00	20
SANFORD	Graphic Arts	48.0201	LITHOGRAPHY/	092	83	TIE	14	50.00	14	50.00	28
WATERVILLE	Graphic Arts	48.0201	LITHOGRAPHY/	092	83	TIE	13	48.00	14	52.00	27
REGION 4	Printing	48.0201	LITHOGRAPHY/	092	83	TIE	1	50.00	1	50.00	2
				PROGRAM SUBTOTAL:			58		69		127
PROGRAM: COMMERCIAL ART											
PORTLAND	Communication Design	48.0203	DESIGNERS	030	69	TIE	27	73.00	10	27.00	37
				PROGRAM SUBTOTAL:			27		10		37

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FACILITY	TITLE	CIP	UNIT OF ANALYSIS	UA#	AAO	AREA	MEN	% MEN	WOMEN	% WOMEN	TOTAL
PROGRAM: MACHINE TOOL OPERATION/MACHINE SHOP											
AUGUSTA	Machine Tool Technology	48.0503	MACHINE TOOL	071	250	TIE	13	93.00	1	7.00	14
BIDDEFORD	Machine Trades	48.0503	MACHINE TOOL	071	250	TIE	10	71.00	4	29.00	14
LEWISTON	Machine Tool	48.0503	MACHINE TOOL	071	250	TIE	26	96.00	1	4.00	27
PORTLAND	Machine Tool	48.0503	MACHINE TOOL	071	250	TIE	21	100.00	0	0.00	21
SANFORD	Machine Trades	48.0503	MACHINE TOOL	071	250	TIE	13	100.00	0	0.00	13
VAN BUREN	Machine Tool	48.0503	MACHINE TOOL	071	250	TIE	11	100.00	0	0.00	11
WATERVILLE	Machine Tools	48.0503	MACHINE TOOL	071	250	TIE	14	100.00	0	0.00	14
REGION 1	Machine Tool Technology	48.0503	MACHINE TOOL	071	250	TIE	0	.....	0	.....	0
REGION 4	Machine Tool	48.0503	MACHINE TOOL	071	250	TIE	13	100.00	0	0.00	13
REGION 9	Metal Trades	48.0503	MACHINE TOOL	071	250	TIE	28	97.00	1	3.00	29
				PROGRAM SUBTOTAL:			149		7		156
PROGRAM: METAL FABRICATION											
FARMINGTON	Metal Trades	48.0504	METAL FABRICATION	114	28	TIE	19	100.00	0	0.00	19
WESTBROOK	Metal Trades	48.0504	METAL FABRICATION	114	28	TIE	18	100.00	0	0.00	18
REGION 3	Metal Trades	48.0504	METAL FABRICATION	114	28	TIE	22	100.00	0	0.00	22
REGION 10	Metal Fabrication/Welding	48.0504	METAL FABRICATION	114	28	TIE	17	94.00	1	6.00	18
				PROGRAM SUBTOTAL:			76		1		77
PROGRAM: SHEET METAL											
LEWISTON	Sheetmetal/Welding	48.0506	SHEETMETAL WORKERS	073	43	TIE	19	100.00	0	0.00	19
REGION 4	Sheet Metal	48.0506	SHEETMETAL WORKERS	073	43	TIE	13	93.00	1	7.00	14
				PROGRAM SUBTOTAL:			32		1		33
PROGRAM: WELDING, BRAZING AND SOLDERING											
BIDDEFORD	Welding	48.0508	WELDERS/FLAMECUTTERS	115	118	TIE	16	94.00	1	6.00	17
CALAIS	Welding	48.0508	WELDERS/FLAMECUTTERS	115	118	TIE	23	100.00	0	0.00	23
CARIBOU	Welding Technology	48.0508	WELDERS/FLAMECUTTERS	115	118	TIE	24	100.00	0	0.00	24
MADAWASKA	Welding	48.0508	WELDERS/FLAMECUTTERS	115	118	TIE	18	100.00	0	0.00	18
PORTLAND	Welding and Sheet Metal	48.0508	WELDERS/FLAMECUTTERS	115	118	TIE	13	93.00	1	7.00	14
SANFORD	Welding and Metal Fabrication	48.0508	WELDERS/FLAMECUTTERS	115	118	TIE	16	94.00	1	6.00	17
VAN BUREN	Welding	48.0508	WELDERS/FLAMECUTTERS	115	118	TIE	0	.....	0	.....	0
REGION 1	Welding	48.0508	WELDERS/FLAMECUTTERS	115	118	TIE	0	.....	0	.....	0

SECONDARY VOCATIONAL EDUCATION ENROLLMENT STATISTICS
BY PROGRAM, STATE OF MAINE, PROGRAM YEAR 1988-1989

FACILITY	TITLE	CIP	UNIT OF ANALYSIS	UA#	AAO	AREA	MEN	% MEN	WOMEN	% WOMEN	TOTAL
REGION 2	Welding	48.0508	WELDERS/FLAMECUTTERS	115	118	TIE	24	100.00	0	0.00	24
REGION 3	Welding/Cutting	48.0508	WELDERS/FLAMECUTTERS	115	118	TIE	12	100.00	0	0.00	12
REGION 4	Welding	48.0508	WELDERS/FLAMECUTTERS	115	118	TIE	15	100.00	0	0.00	15
REGION 6	Welding	48.0508	WELDERS/FLAMECUTTERS	115	118	TIE	0	.....	0	.....	0
REGION 7	Welding Technology	48.0508	WELDERS/FLAMECUTTERS	115	118	TIE	5	100.00	0	0.00	5
REGION 8	Welding and Metal Fabrication	48.0508	WELDERS/FLAMECUTTERS	115	118	TIE	14	100.00	0	0.00	14
				PROGRAM SUBTOTAL:			180		3		183
PROGRAM: CONSTRUCTION EQUIPMENT OPERATION											
CARIBOU	Large Equipment Operations	49.0202	HEAVY EQUIPMENT	099	115	TIE	14	93.00	1	7.00	15
				PROGRAM SUBTOTAL:			14		1		15
PROGRAM: TRUCK AND BUS DRIVING											
DEXTER	Truck Driving	49.0205	TRUCK AND BUS DRIVERS	126	398	TIE	19	95.00	1	5.00	20
ELLSWORTH	Truck Driving and Maintenance	49.0205	TRUCK AND BUS DRIVERS	126	398	TIE	11	85.00	2	15.00	13
REGION 3	Truck Driving	49.0205	TRUCK AND BUS DRIVERS	126	398	TIE	16	84.00	3	16.00	19
REGION 4	Truck Driving	49.0205	TRUCK AND BUS DRIVERS	126	398	TIE	9	100.00	0	0.00	9
REGION 8	Truck Driving	49.0205	TRUCK AND BUS DRIVERS	126	398	TIE	10	100.00	0	0.00	10
REGION 9	Truck Driving	49.0205	TRUCK AND BUS DRIVERS	126	398	TIE	19	100.00	0	0.00	19
				PROGRAM SUBTOTAL:			84		6		90
PROGRAM: COMMERCIAL FISHING OPERATION											
ELLSWORTH	Marine Technology	49.0303	—	—	—	TIE	11	100.00	0	0.00	11
MACHIAS	Marine Trades	49.0303	—	—	—	TIE	10	100.00	0	0.00	10
REGION 6	Marine Occupations	49.0303	—	—	—	TIE	0	.....	0	.....	0
REGION 8	Marine Occupations	49.0303	—	—	—	TIE	0	.....	0	.....	0
REGION 10	Marine Occupations	49.0303	—	—	—	TIE	19	95.00	1	5.00	20
				PROGRAM SUBTOTAL:			40		1		41
PROGRAM: MARINE MAINTENANCE											
REGION 8	Marine Technology	49.0306	MARINE MAINTENANCE	081	62	TIE	11	100.00	0	0.00	11
				PROGRAM SUBTOTAL:			11		0		11

SECONDARY VOCATIONAL EDUCATION ENROLLMENT STATISTICS
BY PROGRAM, STATE OF MAINE, PROGRAM YEAR 1988-1989

FACILITY	TITLE	CIP	UNIT OF ANALYSIS	UA#	AAO	AREA	MEN	% MEN	WOMEN	% WOMEN	TOTAL
PROGRAM: SAILORS AND DECKHANDS											
REGION 8	Boat Handling/Seamanship	49.0308	---	---	---	TIE	0	**********	0	**********	0
				PROGRAM SUBTOTAL:			0		0		0
COURSE OF STUDY: SPEC PREP											
PROGRAM: ---											
AUGUSTA	Diversified Occupations	---	---	---	---	---	44	75.00	15	25.00	59
BIDDEFORD	Diversified Occupations	---	---	---	---	---	4	36.00	7	64.00	11
BRIDGTON	Diversified Occupations	---	---	---	---	---	11	92.00	1	8.00	12
CARIBOU	Diversified Occupations	---	---	---	---	---	8	32.00	17	68.00	25
DEXTER	Diversified Occupations	---	---	---	---	---	0	**********	0	**********	0
ELLSWORTH	Diversified Occupations	---	---	---	---	---	4	40.00	6	60.00	10
FARMINGTON	Diversified Occupations	---	---	---	---	---	7	30.00	16	70.00	23
LEWISTON	Diversified Occupations	---	---	---	---	---	28	56.00	22	44.00	50
MADAWASKA	Diversified Occupations	---	---	---	---	---	5	71.00	2	29.00	7
PORTLAND	General Trades Cluster	---	---	---	---	---	82	68.00	39	32.00	121
PRESQUE ISLE	Diversified Occupations	---	---	---	---	---	0	**********	0	**********	0
SANFORD	Diversified Occupations	---	---	---	---	---	3	38.00	5	63.00	8
WATERVILLE	Diversified Occupations	---	---	---	---	---	22	56.00	17	44.00	39
REGION 1	Diversified Occupations	---	---	---	---	---	0	**********	0	**********	0
REGION 2	Diversified Occupations	---	---	---	---	---	1	100.00	0	0.00	1
REGION 6	Diversified Occupations	---	---	---	---	---	0	**********	0	**********	0
REGION 7	Diversified Occupations	---	---	---	---	---	0	**********	0	**********	0
REGION 8	Diversified Occupations	---	---	---	---	---	12	86.00	2	14.00	14
REGION 9	Diversified Occupations	---	---	---	---	---	5	56.00	4	44.00	9
REGION 10	Diversified Occupations	---	---	---	---	---	11	55.00	9	45.00	20
REGION 11	Diversified Occupations	---	---	---	---	---	11	61.00	7	39.00	18
				PROGRAM SUBTOTAL:			258		169		427
COURSE OF STUDY: TECH PREP											
PROGRAM: ELECTRICAL AND ELECTRONICS EQUIPMENT											

SECONDARY VOCATIONAL EDUCATION ENROLLMENT STATISTICS
BY PROGRAM, STATE OF MAINE, PROGRAM YEAR 1988-1989

FACILITY	TITLE	CIP	UNIT OF ANALYSIS	UA#	AAO	AREA	MEN	% MEN	WOMEN	% WOMEN	TOTAL
LEWISTON	Electronics Technology	47.0101	—	—	—	TIE	32	97.00	1	3.00	33
WATERVILLE	Electronics	47.0101	—	—	—	TIE	24	100.00	0	0.00	24
				PROGRAM SUBTOTAL:			56		1		57
PROGRAM: VEHICLE AND MOBILE EQUIPMENT											
DEXTER	Basic Mechanics	47.0600	—	—	—	TIE	2	100.00	0	0.00	2
				PROGRAM SUBTOTAL:			2		0		2
						TOTAL:	4754		2532		7286

SECONDARY VOCATIONAL EDUCATION ENROLLMENT STATISTICS
BY FACILITY, STATE OF MAINE, PROGRAM YEAR 1988-1989

TITLE	CIP	CIP TITLE	AREA	UA#	UNIT OF ANALYSIS	MEN	WOMEN	TOTAL
FACILITY: AUGUSTA								
Forestry/Wood Harvesting	03.0405	LOGGING	AAE	063	LOGGING OPERATIONS	5	0	5
Computer Information	07.0303	BUSINESS DATA ENTRY EQUIPMENT OPERATION	BOE	049	BUSINESS DATA PROCESSING	3	13	16
Retail Marketing	08.0705	RETAILING	MDE	037	MERCHANDISE MANAGERS	4	4	8
Health Occupations	17.0000	ALLIED HEALTH SERVICES	HOE	---	---	1	5	6
Child Care	20.0202	CHILD CARE AIDE/ASSISTING	HEE	137	CHILD CARE ASSISTANTS	0	12	12
Food Service	20.0406	FOOD SERVICE	HEE	129	FOOD SERVICE WORKERS	8	4	12
Carpentry	46.0201	CARPENTRY	TIE	061	CARPENTERS	21	0	21
Electricity	46.0302	ELECTRICIAN	TIE	065	ELECTRICIANS	13	0	13
Heating/Air Conditioning	47.0201	HEATING, AIR CONDITIONING, AND REFRIGERATION	TIE	075	HEATING/COOLING/AIR CONDITIONING	0	0	0
Auto Body Repair	47.0603	AUTOMOTIVE BODY REPAIR	TIE	076	AUTO BODY REPAIR	14	1	15
Auto Mechanics	47.0604	AUTOMOTIVE MECHANICS	TIE	077	AUTOMOTIVE MECHANICS	21	0	21
Small Engine Repair	47.0606	SMALL ENGINE REPAIR	TIE	---	---	8	0	8
Drafting	48.0101	DRAFTING, GENERAL	TIE	001	DRAFTING	10	2	12
Graphic Arts	48.0201	GRAPHIC AND PRINTING COMMUNICATIONS, GENERAL	TIE	092	LITHOGRAPHY/ PHOTOGRAPHY/	5	11	16
Machine Tool Technology	48.0503	MACHINE TOOL OPERATION/MACHINE SHOP	TIE	071	MACHINE TOOL OPERATION/MACHINE	13	1	14
Cooperative Education	---	---	---	---	---	84	69	153
Diversified Occupations	---	---	---	---	---	44	15	59
					SUBTOTAL:	254	137	391
FACILITY: BATH								
Business Administration	07.0102	ACCOUNTING AND COMPUTING	BOE	051	ACCOUNTING/BOOKKEEPING CLERKS	1	5	6
Secretarial	07.0601	SECRETARIAL AND RELATED PROGRAMS, GENERAL	BOE	043	SECRETARIES	0	4	4
Clerical	07.0705	GENERAL OFFICE CLERK	BOE	055	CLERKS AND RELATED	1	21	22
Marketing/Distributive Education	08.0000	MARKETING AND DISTRIBUTION	MDE	---	---	2	9	11
Health Assistant	17.0602	NURSING ASSISTING	HOE	132	NURSE AIDES/ORDERLIES	2	8	10
Child Care	20.0202	CHILD CARE AIDE/ASSISTING	HEE	137	CHILD CARE ASSISTANTS	1	18	19
Building Construction	46.0201	CARPENTRY	TIE	061	CARPENTERS	32	1	33
Electricity	46.0302	ELECTRICIAN	TIE	065	ELECTRICIANS	15	0	15
Plumbing	46.0503	PLUMBING	TIE	068	PLUMBERS/PIPEFITTERS	0	0	0
Auto Mechanics	47.0604	AUTOMOTIVE MECHANICS	TIE	077	AUTOMOTIVE MECHANICS	33	1	34
Drafting	48.0101	DRAFTING, GENERAL	TIE	001	DRAFTING	26	5	31
Cooperative Education	---	---	---	---	---	7	3	10
					SUBTOTAL:	120	75	195

SECONDARY VOCATIONAL EDUCATION ENROLLMENT STATISTICS
BY FACILITY, STATE OF MAINE, PROGRAM YEAR 1988-1989

TITLE	CIP	CIP TITLE	AREA	UA#	UNIT OF ANALYSIS	MEN	WOMEN	TOTAL
FACILITY: BIDDEFORD								
Data and Word Processing	07.0303	BUSINESS DATA ENTRY EQUIPMENT OPERATION	BOE	049	BUSINESS DATA PROCESSING	1	8	9
Retailing and Merchandising	08.0705	RETAILING	MDE	037	MERCHANDISE MANAGERS	0	14	14
Health Occupations	17.0000	ALLIED HEALTH SERVICES	HOE	---	---	3	11	14
Early Childhood Education	20.0202	CHILD CARE AIDE/ASSISTING	HEE	137	CHILD CARE ASSISTANTS	0	17	17
Building Construction	46.0201	CARPENTRY	TIE	061	CARPENTERS	22	0	22
Electrical	46.0302	ELECTRICIAN	TIE	065	ELECTRICIANS	18	0	18
Auto Body	47.0603	AUTOMOTIVE BODY REPAIR	TIE	076	AUTO BODY REPAIR	15	3	18
Auto Mechanics	47.0604	AUTOMOTIVE MECHANICS	TIE	077	AUTOMOTIVE MECHANICS	18	1	19
Drafting	48.0101	DRAFTING, GENERAL	TIE	001	DRAFTING	21	5	26
Machine Trades	48.0503	MACHINE TOOL OPERATION/MACHINE SHOP	TIE	071	MACHINE TOOL OPERATION/MACHINE	10	4	14
Welding	48.0508	WELDING, BRAZING AND SOLDERING	TIE	115	WELDERS/FLAMECUTTERS	16	1	17
Cooperative Education	---	---	---	---	---	60	38	98
Diversified Occupations	---	---	---	---	---	4	7	11
					SUBTOTAL:	188	109	297
FACILITY: BRIDGTON								
Food Service	20.0406	FOOD SERVICE	HEE	129	FOOD SERVICE WORKERS	10	12	22
Residential House Construction	46.0201	CARPENTRY	TIE	061	CARPENTERS	12	0	12
Electrical Occupations	46.0302	ELECTRICIAN	TIE	065	ELECTRICIANS	12	0	12
Automotive Servicing	47.0604	AUTOMOTIVE MECHANICS	TIE	077	AUTOMOTIVE MECHANICS	29	0	29
Drafting and Design	48.0101	DRAFTING, GENERAL	TIE	001	DRAFTING	17	5	22
Cooperative Education	---	---	---	---	---	10	2	12
Diversified Occupations	---	---	---	---	---	11	1	12
					SUBTOTAL:	101	20	121
FACILITY: CALAIS								
Nursing Assisting	17.0602	NURSING ASSISTING	HOE	132	NURSE AIDES/ORDERLIES	0	3	3
Child Care Aide/Assisting	20.0202	CHILD CARE AIDE/ASSISTING	HEE	137	CHILD CARE ASSISTANTS	0	10	10
Building Construction	46.0201	CARPENTRY	TIE	061	CARPENTERS	14	0	14
Electronics	47.0103	COMMUNICATIONS ELECTRONICS	TIE	095	COMMUNICATIONS ELECTRONICS	7	0	7
Welding	48.0508	WELDING, BRAZING AND SOLDERING	TIE	115	WELDERS/FLAMECUTTERS	23	0	23
					SUBTOTAL:	44	13	57

SECONDARY VOCATIONAL EDUCATION ENROLLMENT STATISTICS
BY FACILITY, STATE OF MAINE, PROGRAM YEAR 1988-1989

TITLE	CIP	CIP TITLE	AREA	UA#	UNIT OF ANALYSIS	MEN	WOMEN	TOTAL
FACILITY: CARIBOU								
Agriculture/Natural Resources	01.0301	AGRICULTURAL PRODUCTION, GENERAL	AAE	146	FARMERS/FARM OWNERS/FARM	3	4	7
Computer Data Processing	07.0303	BUSINESS DATA ENTRY EQUIPMENT OPERATION	BOE	049	BUSINESS DATA PROCESSING	2	5	7
Marketing/Distributive Education	08.0000	MARKETING AND DISTRIBUTION	MDE	---	---	6	27	33
Health Occupations	17.0000	ALLIED HEALTH SERVICES	HOE	---	---	2	15	17
Industrial Construction	46.0000	CONSTRUCTION TRADES	TIE	---	---	18	0	18
Electronic Technology	47.0103	COMMUNICATIONS ELECTRONICS	TIE	095	COMMUNICATIONS ELECTRONICS	8	0	8
Large Equipment Maintenance	47.0302	HEAVY EQUIPMENT MAINTENANCE AND REPAIR	TIE	079	DIESEL/HEAVY EQUIPMENT MECHANICS	21	0	21
Auto Body Repair	47.0603	AUTOMOTIVE BODY REPAIR	TIE	076	AUTO BODY REPAIR	24	0	24
Auto Mechanics	47.0604	AUTOMOTIVE MECHANICS	TIE	077	AUTOMOTIVE MECHANICS	23	1	24
Welding Technology	48.0508	WELDING, BRAZING AND SOLDERING	TIE	115	WELDERS/FLAMECUTTERS	24	0	24
Large Equipment Operations	49.0202	CONSTRUCTION EQUIPMENT OPERATION	TIE	099	HEAVY EQUIPMENT OPERATORS	14	1	15
Diversified Occupations	---	---	---	---	---	8	17	25
					SUBTOTAL:	153	70	223
FACILITY: DEXTER								
Forestry/Wood Harvesting	03.0405	LOGGING	AAE	063	LOGGING OPERATIONS	21	0	21
Hospitality	08.1104	TOURISM	MDE	057	TRAVEL ASSISTANCE	4	7	11
Health Occupations	17.0000	ALLIED HEALTH SERVICES	HOE	---	---	0	9	9
Nurse Aide	17.0602	NURSING ASSISTING	HOE	132	NURSE AIDES/ORDERLIES	1	6	7
Food Services	20.0406	FOOD SERVICE	HEE	129	FOOD SERVICE WORKERS	3	11	14
Home Building	46.0201	CARPENTRY	TIE	061	CARPENTERS	20	1	21
Heavy Equipment	47.0302	HEAVY EQUIPMENT MAINTENANCE AND REPAIR	TIE	079	DIESEL/HEAVY EQUIPMENT MECHANICS	22	0	22
Basic Mechanics	47.0600	VEHICLE AND MOBILE EQUIPMENT MECHANICS AND	TIE	---	---	2	0	2
Automotive	47.0604	AUTOMOTIVE MECHANICS	TIE	077	AUTOMOTIVE MECHANICS	32	1	33
Small Engines	47.0606	SMALL ENGINE REPAIR	TIE	---	---	6	0	6
Truck Driving	49.0205	TRUCK AND BUS DRIVING	TIE	126	TRUCK AND BUS DRIVERS	19	1	20
Cooperative Education	---	---	---	---	---	55	49	104
Diversified Occupations	---	---	---	---	---	0	0	0
					SUBTOTAL:	185	85	270
FACILITY: ELLSWORTH								
Wood Harvesting	03.0405	LOGGING	AAE	063	LOGGING OPERATIONS	0	0	0
Advanced Business Practice	07.0303	BUSINESS DATA ENTRY EQUIPMENT OPERATION	BOE	049	BUSINESS DATA PROCESSING	0	10	10

SECONDARY VOCATIONAL EDUCATION ENROLLMENT STATISTICS
BY FACILITY, STATE OF MAINE, PROGRAM YEAR 1988-1989

TITLE	CIP	CIP TITLE	AREA	UA#	UNIT OF ANALYSIS	MEN	WOMEN	TOTAL
Computer Technology	15.0301	COMPUTER TECHNOLOGY	TEC	---	---	4	0	4
Health Occupations	17.0000	ALLIED HEALTH SERVICES	HOE	---	---	0	7	7
Child Care	20.0202	CHILD CARE AIDE/ASSISTING	HEE	137	CHILD CARE ASSISTANTS	2	4	6
Food Trades	20.0406	FOOD SERVICE	HEE	129	FOOD SERVICE WORKERS	1	6	7
Building Trades	46.0201	CARPENTRY	TIE	061	CARPENTERS	8	0	8
Automotives	47.0604	AUTOMOTIVE MECHANICS	TIE	077	AUTOMOTIVE MECHANICS	15	1	16
Truck Driving and Maintenance	49.0205	TRUCK AND BUS DRIVING	TIE	126	TRUCK AND BUS DRIVERS	11	2	13
Marine Technology	49.0303	COMMERCIAL FISHING OPERATION	TIE	---	---	11	0	11
Cooperative Education	---	---	---	---	---	13	7	20
Diversified Occupations	---	---	---	---	---	4	6	10
					SUBTOTAL:	69	43	112

FACILITY: FARMINGTON

Forestry	03.0405	LOGGING	AAE	063	LOGGING OPERATIONS	25	0	25
Data Processing	07.0303	BUSINESS DATA ENTRY EQUIPMENT OPERATION	BOE	049	BUSINESS DATA PROCESSING	5	6	11
Distributive Education	08.0000	MARKETING AND DISTRIBUTION	MDE	---	---	14	4	18
Health Occupations	17.0000	ALLIED HEALTH SERVICES	HOE	---	---	1	6	7
Child Care	20.0202	CHILD CARE AIDE/ASSISTING	HEE	137	CHILD CARE ASSISTANTS	0	0	0
Carpentry	46.0201	CARPENTRY	TIE	061	CARPENTERS	23	2	25
Industrial Electricity	46.0302	ELECTRICIAN	TIE	065	ELECTRICIANS	14	0	14
Auto Mechanics	47.0604	AUTOMOTIVE MECHANICS	TIE	077	AUTOMOTIVE MECHANICS	23	0	23
Drafting	48.0101	DRAFTING, GENERAL	TIE	001	DRAFTING	4	0	4
Metal Trades	48.0504	METAL FABRICATION	TIE	114	METAL FABRICATION	19	0	19
Cooperative Education	---	---	---	---	---	4	13	17
Diversified Occupations	---	---	---	---	---	7	16	23
					SUBTOTAL:	139	47	186

FACILITY: FORT KENT

Marketing	08.0000	MARKETING AND DISTRIBUTION	MDE	---	---	3	6	9
Health Occupations	17.0000	ALLIED HEALTH SERVICES	HOE	---	---	0	17	17
Child Care	20.0202	CHILD CARE AIDE/ASSISTING	HEE	137	CHILD CARE ASSISTANTS	0	7	7
Auto Mechanics	47.0604	AUTOMOTIVE MECHANICS	TIE	077	AUTOMOTIVE MECHANICS	32	5	37
					SUBTOTAL:	35	35	70

FACILITY: LEWISTON

Business Administration	07.0102	ACCOUNTING AND COMPUTING	BOE	051	ACCOUNTING/BOOKKEEPING CLERKS	7	20	27

SECONDARY VOCATIONAL EDUCATION ENROLLMENT STATISTICS
BY FACILITY, STATE OF MAINE, PROGRAM YEAR 1988-1989

TITLE	CIP	CIP TITLE	AREA	UA#	UNIT OF ANALYSIS	MEN	WOMEN	TOTAL
Teller Training	07.0205	TELLER	BOE	050	TELLERS	2	7	9
Data Processing	07.0303	BUSINESS DATA ENTRY EQUIPMENT OPERATION	BOE	049	BUSINESS DATA PROCESSING	4	3	7
Secretarial	07.0601	SECRETARIAL AND RELATED PROGRAMS, GENERAL	BOE	043	SECRETARIES	0	12	12
Clerical	07.0705	GENERAL OFFICE CLERK	BOE	055	CLERKS AND RELATED	0	5	5
Marketing/Distributive Education	08.0000	MARKETING AND DISTRIBUTION	MDE	---	---	14	14	28
Health Occupations	17.0000	ALLIED HEALTH SERVICES	HOE	---	---	3	20	23
Unit Clerk	17.0513	WARD CLERK	HOE	---	---	0	8	8
Child Care Aide	20.0202	CHILD CARE AIDE/ASSISTING	HEE	137	CHILD CARE ASSISTANTS	0	29	29
Foods Service	20.0406	FOOD SERVICE	HEE	129	FOOD SERVICE WORKERS	12	12	24
Carpentry	46.0201	CARPENTRY	TIE	061	CARPENTERS	30	1	31
Electrical Trades	46.0302	ELECTRICIAN	TIE	065	ELECTRICIANS	28	0	28
Electronics Technology	47.0101	ELECTRICAL AND ELECTRONICS EQUIPMENT REPAIR,	TIE	---	---	32	1	33
Auto Body	47.0603	AUTOMOTIVE BODY REPAIR	TIE	076	AUTO BODY REPAIR	56	0	56
Automotives	47.0604	AUTOMOTIVE MECHANICS	TIE	077	AUTOMOTIVE MECHANICS	26	2	28
Drafting	48.0101	DRAFTING, GENERAL	TIE	001	DRAFTING	20	12	32
Graphic Arts	48.0201	GRAPHIC AND PRINTING COMMUNICATIONS, GENERAL	TIE	092	LITHOGRAPHY/ PHOTOGRAPHY/	13	2	15
Machine Tool	48.0503	MACHINE TOOL OPERATION/MACHINE SHOP	TIE	071	MACHINE TOOL OPERATION/MACHINE	26	1	27
Sheetmetal/Welding	48.0506	SHEET METAL	TIE	073	SHEETMETAL WORKERS	19	0	19
Cooperative Education	---	---	---	---	---	60	60	120
Diversified Occupations	---	---	---	---	---	28	22	50
					SUBTOTAL:	380	231	611

FACILITY: MACHIAS

Health Occupations	17.0602	NURSING ASSISTING	HOE	137	NURSE AIDES/ORDERLIES	0	0	0
Building Trades	46.0201	CARPENTRY	TIE	061	CARPENTERS	5	1	6
Marine Trades	49.0303	COMMERCIAL FISHING OPERATION	TIE	---	---	10	0	10
					SUBTOTAL:	15	1	16

FACILITY: MADAWASKA

Tree Harvesting	03.0405	LOGGING	AAE	063	LOGGING OPERATIONS	0	0	0
Computer Applications	07.0303	BUSINESS DATA ENTRY EQUIPMENT OPERATION	BOE	049	BUSINESS DATA PROCESSING	9	6	15
Auto Body	47.0603	AUTOMOTIVE BODY REPAIR	TIE	076	AUTO BODY REPAIR	4	0	4
Auto Mechanics	47.0604	AUTOMOTIVE MECHANICS	TIE	077	AUTOMOTIVE MECHANICS	16	0	16
Welding	48.0508	WELDING, BRAZING AND SOLDERING	TIE	115	WELDERS/FLAMECUTTERS	18	0	18
Diversified Occupations	---	---	---	---	---	5	2	7
					SUBTOTAL:	52	8	60

SECONDARY VOCATIONAL EDUCATION ENROLLMENT STATISTICS
BY FACILITY, STATE OF MAINE, PROGRAM YEAR 1988-1989

TITLE	CIP	CIP TITLE	AREA	UA#	UNIT OF ANALYSIS	MEN	WOMEN	TOTAL
FACILITY: PORTLAND								
Horticulture	01.0601	HORTICULTURE, GENERAL	AAE	144	GARDENING/GROUNDSKEEPING	9	12	21
Data Processing	07.0303	BUSINESS DATA ENTRY EQUIPMENT OPERATION	BOE	049	BUSINESS DATA PROCESSING	53	71	124
Marketing/Distributive Education	08.0000	MARKETING AND DISTRIBUTION	MDE	---	---	10	23	33
Health Occupations	17.0000	ALLIED HEALTH SERVICES	HOE	---	---	2	24	26
Child Care	20.0202	CHILD CARE AIDE/ASSISTING	HEE	137	CHILD CARE ASSISTANTS	1	35	36
Food Service	20.0406	FOOD SERVICE	HEE	129	FOOD SERVICE WORKERS	10	11	21
Masonry	46.0102	BRICK, BLOCK, AND STONEMASONRY	TIE	062	BRICKLAYER	30	0	30
Carpentry	46.0201	CARPENTRY	TIE	061	CARPENTERS	55	1	56
Electricity	46.0302	ELECTRICIAN	TIE	065	ELECTRICIANS	18	0	18
Plumbing	46.0503	PLUMBING	TIE	068	PLUMBERS/PIPEFITTERS	22	0	22
Electronics	47.0103	COMMUNICATIONS ELECTRONICS	TIE	095	COMMUNICATIONS ELECTRONICS	16	1	17
Heating/Air Conditioning	47.0201	HEATING, AIR CONDITIONING, AND REFRIGERATION	TIE	075	HEATING/COOLING/AIR CONDITIONING	0	0	0
Auto Body Repair	47.0603	AUTOMOTIVE BODY REPAIR	TIE	076	AUTO BODY REPAIR	38	0	38
Automotive Machanics	47.0604	AUTOMOTIVE MECHANICS	TIE	077	AUTOMOTIVE MECHANICS	54	0	54
Small Engine Repair	47.0606	SMALL ENGINE REPAIR	TIE	---	---	18	0	18
Architectural Drafting	48.0102	ARCHITECTURAL DRAFTING	TIE	001	DRAFTING	12	3	15
Mechanical Drafting	48.0105	MECHANICAL DRAFTING	TIE	001	DRAFTING	0	0	0
Graphic Arts	48.0201	GRAPHIC AND PRINTING COMMUNICATIONS, GENERAL	TIE	092	LITHOGRAPHY/ PHOTOGRAPHY/	5	14	19
Communication Design	48.0203	COMMERCIAL ART	TIE	030	DESIGNERS	27	10	37
Machine Tool	48.0503	MACHINE TOOL OPERATION/MACHINE SHOP	TIE	071	MACHINE TOOL OPERATION/MACHINE	21	0	21
Welding and Sheet Metal	48.0508	WELDING, BRAZING AND SOLDERING	TIE	115	WELDERS/FLAMECUTTERS	13	1	14
Cooperative Education	---	---	---	---	---	82	73	155
General Trades Cluster	---	---	---	---	---	82	39	121
					SUBTOTAL:	578	318	896
FACILITY: PRESQUE ISLE								
Farm Mechanics	01.0201	AGRICULTURAL MECHANICS, GENERAL	AAE	---	---	26	0	26
Vocational Agriculture	01.0301	AGRICULTURAL PRODUCTION, GENERAL	AAE	146	FARMERS/FARM OWNERS/FARM	0	0	0
Forestry	03.0405	LOGGING	AAE	063	LOGGING OPERATIONS	8	0	8
Nurse's Aide	17.0602	NURSING ASSISTING	HOE	132	NURSE AIDES/ORDERLIES	1	12	13
Fashion and Textile Trades	20.0304	CUSTOM APPAREL/GARMENT SEAMSTRESS	HEE	090	GARMENT MAKER	0	0	0
Quantity Foods	20.0406	FOOD SERVICE	HEE	129	FOOD SERVICE WORKERS	8	24	32
Building Trades	46.0201	CARPENTRY	TIE	061	CARPENTERS	31	0	31
Residential Electricity	46.0302	ELECTRICIAN	TIE	065	ELECTRICIANS	22	0	22
Automotive Mechanics	47.0604	AUTOMOTIVE MECHANICS	TIE	077	AUTOMOTIVE MECHANICS	28	0	28
Vocational Drafting	48.0101	DRAFTING, GENERAL	TIE	001	DRAFTING	23	10	33

SECONDARY VOCATIONAL EDUCATION ENROLLMENT STATISTICS
BY FACILITY, STATE OF MAINE, PROGRAM YEAR 1988-1989

TITLE	CIP	CIP TITLE	AREA	UA#	UNIT OF ANALYSIS	MEN	WOMEN	TOTAL
Graphic Arts	48.0201	GRAPHIC AND PRINTING COMMUNICATIONS, GENERAL	TIE	092	LITHOGRAPHY/ PHOTOGRAPHY/	7	13	20
Diversified Occupations	---	---	---	---	---	0	0	0
					SUBTOTAL:	154	59	213
FACILITY: SANFORD								
Agriculture	01.0601	HORTICULTURE, GENERAL	AAE	144	GARDENING/GROUNDSKEEPING	9	6	15
Data Processing	07.0303	BUSINESS DATA ENTRY EQUIPMENT OPERATION	BOE	049	BUSINESS DATA PROCESSING	10	5	15
Health Occupations	17.0602	NURSING ASSISTING	HOE	132	NURSE AIDES/ORDERLIES	0	20	20
Building Trades	46.0201	CARPENTRY	TIE	061	CARPENTERS	30	3	33
Electronics	47.0103	COMMUNICATIONS ELECTRONICS	TIE	095	COMMUNICATIONS ELECTRONICS	20	0	20
Power Mechanics	47.0604	AUTOMOTIVE MECHANICS	TIE	077	AUTOMOTIVE MECHANICS	28	0	28
Drafting	48.0101	DRAFTING, GENERAL	TIE	001	DRAFTING	12	2	14
Graphic Arts	48.0201	GRAPHIC AND PRINTING COMMUNICATIONS, GENERAL	TIE	092	LITHOGRAPHY/ PHOTOGRAPHY/	14	14	28
Machine Trades	48.0503	MACHINE TOOL OPERATION/MACHINE SHOP	TIE	071	MACHINE TOOL OPERATION/MACHINE	13	0	13
Welding and Metal Fabrication	48.0508	WELDING, BRAZING AND SOLDERING	TIE	115	WELDERS/FLAMECUTTERS	16	1	17
Cooperative Education	---	---	---	---	---	100	97	197
Diversified Occupations	---	---	---	---	---	3	5	8
					SUBTOTAL:	255	153	408
FACILITY: SKOWHEGAN								
Conservation	03.0202	CONSERVATION	AAE	145	FOREST CONSERVATION AIDE	25	0	25
Marketing/Distributive Education	08.0000	MARKETING AND DISTRIBUTION	MDE	---	---	3	16	19
Health Occupations	17.0000	ALLIED HEALTH SERVICES	HOE	---	---	1	20	21
Food Service	20.0406	FOOD SERVICE	HEE	129	FOOD SERVICE WORKERS	5	17	22
Carpentry	46.0201	CARPENTRY	TIE	061	CARPENTERS	40	0	40
Electrical Construction	46.0302	ELECTRICIAN	TIE	065	ELECTRICIANS	25	0	25
Automotive Technology	47.0604	AUTOMOTIVE MECHANICS	TIE	077	AUTOMOTIVE MECHANICS	44	4	48
Cooperative Education	---	---	---	---	---	32	27	59
					SUBTOTAL:	175	84	259
FACILITY: VAN BUREN								
Data Processing	07.0303	BUSINESS DATA ENTRY EQUIPMENT OPERATION	BOE	049	BUSINESS DATA PROCESSING	2	15	17
Health Occupations	17.0000	ALLIED HEALTH SERVICES	HOE	---	---	0	10	10
Child Care	20.0202	CHILD CARE AIDE/ASSISTING	HEE	137	CHILD CARE ASSISTANTS	0	9	9
Machine Tool	48.0503	MACHINE TOOL OPERATION/MACHINE SHOP	TIE	071	MACHINE TOOL OPERATION/MACHINE	11	0	11
Welding	48.0508	WELDING, BRAZING AND SOLDERING	TIE	115	WELDERS/FLAMECUTTERS	0	0	0

SECONDARY VOCATIONAL EDUCATION ENROLLMENT STATISTICS
BY FACILITY, STATE OF MAINE, PROGRAM YEAR 1988-1989

TITLE	CIP	CIP TITLE	AREA	UA#	UNIT OF ANALYSIS	MEN	WOMEN	TOTAL
					SUBTOTAL:	13	34	47
FACILITY: WATERVILLE								
Business Computer Systems	07.0302	BUSINESS COMPUTER AND CONSOLE OPERATION	BOE	048	COMPUTER OPERATOR	6	10	16
Data/Word Processing	07.0303	BUSINESS DATA ENTRY EQUIPMENT OPERATION	BOE	049	BUSINESS DATA PROCESSING	0	12	12
Marketing/Retail	08.0705	RETAILING	MDE	037	MERCHANDISE MANAGERS	3	9	12
Health Occupations	17.0602	NURSING ASSISTING	HOE	132	NURSE AIDES/ORDERLIES	1	22	23
Child Care	20.0202	CHILD CARE AIDE/ASSISTING	HEE	137	CHILD CARE ASSISTANTS	0	26	26
Food Service	20.0406	FOOD SERVICE	HEE	129	FOOD SERVICE WORKERS	13	14	27
Carpentry	46.0201	CARPENTRY	TIE	061	CARPENTERS	35	1	36
Building Maintenance	46.0401	BUILDING MAINTENANCE	TIE	111	BUILDING MAINTENANCE	24	0	24
Plumbing	46.0503	PLUMBING	TIE	068	PLUMBERS/PIPEFITTERS	0	0	0
Electronics	47.0101	ELECTRICAL AND ELECTRONICS EQUIPMENT REPAIR,	TIE	---	---	24	0	24
Heating/Plumbing	47.0201	HEATING, AIR CONDITIONING, AND REFRIGERATION	TIE	075	HEATING/COOLING/AIR CONDITIONING	12	1	13
Auto Body	47.0603	AUTOMOTIVE BODY REPAIR	TIE	076	AUTO BODY REPAIR	25	0	25
Automotive Mechanics	47.0604	AUTOMOTIVE MECHANICS	TIE	077	AUTOMOTIVE MECHANICS	20	2	22
Drafting	48.0101	DRAFTING, GENERAL	TIE	001	DRAFTING	0	0	0
Graphic Arts	48.0201	GRAPHIC AND PRINTING COMMUNICATIONS, GENERAL	TIE	092	LITHOGRAPHY/ PHOTOGRAPHY/	13	14	27
Machine Tools	48.0503	MACHINE TOOL OPERATION/MACHINE SHOP	TIE	071	MACHINE TOOL OPERATION/MACHINE	14	0	14
Cooperative Education	---	---	---	---	---	0	0	0
Diversified Occupations	---	---	---	---	---	22	17	39
					SUBTOTAL:	225	162	387
FACILITY: WESTBROOK								
Data Processing	07.0303	BUSINESS DATA ENTRY EQUIPMENT OPERATION	BOE	049	BUSINESS DATA PROCESSING	0	0	0
Distributive Education	08.0000	MARKETING AND DISTRIBUTION	MDE	---	---	3	10	13
Child Care Aide	20.0202	CHILD CARE AIDE/ASSISTING	HEE	137	CHILD CARE ASSISTANTS	0	34	34
Food Services	20.0406	FOOD SERVICE	HEE	129	FOOD SERVICE WORKERS	17	3	20
Carpentry	46.0201	CARPENTRY	TIE	061	CARPENTERS	27	0	27
Electricity	46.0302	ELECTRICIAN	TIE	065	ELECTRICIANS	35	0	35
Electronics	47.0103	COMMUNICATIONS ELECTRONICS	TIE	095	COMMUNICATIONS ELECTRONICS	8	0	8
Auto Mechanics	47.0604	AUTOMOTIVE MECHANICS	TIE	077	AUTOMOTIVE MECHANICS	20	1	21
Drafting	48.0101	DRAFTING, GENERAL	TIE	001	DRAFTING	23	8	31
Metal Trades	48.0504	METAL FABRICATION	TIE	114	METAL FABRICATION	18	0	18
Cooperative Education	---	---	---	---	---	76	59	135
					SUBTOTAL:	227	115	342

SECONDARY VOCATIONAL EDUCATION ENROLLMENT STATISTICS
BY FACILITY, STATE OF MAINE, PROGRAM YEAR 1988-1989

TITLE	CIP	CIP TITLE	AREA	UA#	UNIT OF ANALYSIS	MEN	WOMEN	TOTAL
FACILITY: REGION 1								
Tree Harvesting	03.0405	LOGGING	AAE	063	LOGGING OPERATIONS	0	0	0
Marketing and Distribution	08.0000	MARKETING AND DISTRIBUTION	MDE	---	---	0	0	0
Health Occupations	17.0000	ALLIED HEALTH SERVICES	HOE	---	---	0	0	0
Child Care	20.0202	CHILD CARE AIDE/ASSISTING	HEE	137	CHILD CARE ASSISTANTS	0	0	0
Residential Electricity	46.0302	ELECTRICIAN	TIE	065	ELECTRICIANS	0	0	0
Auto Body Repair	47.0603	AUTOMOTIVE BODY REPAIR	TIE	076	AUTO BODY REPAIR	0	0	0
Auto Mechanics	47.0604	AUTOMOTIVE MECHANICS	TIE	077	AUTOMOTIVE MECHANICS	0	0	0
Diesel Mechanics	47.0605	DIESEL ENGINE MECHANICS	TIE	079	DIESEL/HEAVY EQUIPMENT MECHANICS	0	0	0
Machine Tool Technology	48.0503	MACHINE TOOL OPERATION/MACHINE SHOP	TIE	071	MACHINE TOOL OPERATION/MACHINE	0	0	0
Welding	48.0508	WELDING, BRAZING AND SOLDERING	TIE	115	WELDERS/FLAMECUTTERS	0	0	0
Diversified Occupations	---	---	---	---	---	0	0	0
					SUBTOTAL:	0	0	0
FACILITY: REGION 2								
Farm Mechanics	01.0201	AGRICULTURAL MECHANICS, GENERAL	AAE	---	---	8	0	8
Farm Production	01.0301	AGRICULTURAL PRODUCTION, GENERAL	AAE	146	FARMERS/FARM OWNERS/FARM	10	0	10
Tree Harvesting	03.0405	LOGGING	AAE	063	LOGGING OPERATIONS	13	0	13
Merchandising/Marketing	08.0705	RETAILING	MDE	037	MERCHANDISE MANAGERS	0	0	0
Health Occupations	17.0602	NURSING ASSISTING	HOE	132	NURSE AIDES/ORDERLIES	1	21	22
Food Preparation and Services	20.0406	FOOD SERVICE	HEE	129	FOOD SERVICE WORKERS	6	17	23
Jobs for Maine's Graduates	32.0105	JOB-SEEKING/CHANGING SKILLS	---	---	---	7	13	20
Building Trades	46.0201	CARPENTRY	TIE	061	CARPENTERS	11	0	11
Heavy Duty Equipment	47.0302	HEAVY EQUIPMENT MAINTENANCE AND REPAIR	TIE	079	DIESEL/HEAVY EQUIPMENT MECHANICS	14	3	17
Transportation Mechanics	47.0604	AUTOMOTIVE MECHANICS	TIE	077	AUTOMOTIVE MECHANICS	68	4	72
Drafting/Graphics	48.0101	DRAFTING, GENERAL	TIE	001	DRAFTING	15	5	20
Welding	48.0508	WELDING, BRAZING AND SOLDERING	TIE	115	WELDERS/FLAMECUTTERS	24	0	24
Cooperative Education	---	---	---	---	---	21	11	32
Diversified Occupations	---	---	---	---	---	1	0	1
					SUBTOTAL:	199	74	273
FACILITY: REGION 3								
Agriculture Mechanics	01.0201	AGRICULTURAL MECHANICS, GENERAL	AAE	---	---	20	0	20
Forest Harvesting	03.0405	LOGGING	AAE	063	LOGGING OPERATIONS	10	0	10
Computer Applications	07.0302	BUSINESS COMPUTER AND CONSOLE OPERATION	BOE	048	COMPUTER OPERATOR	8	21	29

SECONDARY VOCATIONAL EDUCATION ENROLLMENT STATISTICS
BY FACILITY, STATE OF MAINE, PROGRAM YEAR 1988-1989

TITLE	CIP	CIP TITLE	AREA	UA#	UNIT OF ANALYSIS	MEN	WOMEN	TOTAL
Health Occupations	17.0000	ALLIED HEALTH SERVICES	HOE	---	---	1	15	16
Nursing Assistant	17.0602	NURSING ASSISTING	HOE	132	NURSE AIDES/ORDERLIES	1	11	12
Food Service	20.0406	FOOD SERVICE	HEE	129	FOOD SERVICE WORKERS	0	18	18
Building Trades	46.0201	CARPENTRY	TIE	061	CARPENTERS	41	1	42
Electricity	46.0302	ELECTRICIAN	TIE	065	ELECTRICIANS	19	0	19
Automotive Mechanics	47.0604	AUTOMOTIVE MECHANICS	TIE	077	AUTOMOTIVE MECHANICS	49	1	50
Metal Trades	48.0504	METAL FABRICATION	TIE	114	METAL FABRICATION	22	0	22
Welding/Cutting	48.0508	WELDING, BRAZING AND SOLDERING	TIE	115	WELDERS/FLAMECUTTERS	12	0	12
Truck Driving	49.0205	TRUCK AND BUS DRIVING	TIE	126	TRUCK AND BUS DRIVERS	16	3	19
Cooperative Education	---	---	---	---	---	17	12	29
					SUBTOTAL:	216	82	298

FACILITY: REGION 4

Data Processing	07.0303	BUSINESS DATA ENTRY EQUIPMENT OPERATION	BOE	049	BUSINESS DATA PROCESSING	9	30	39
Marketing/Distributive Education	08.0000	MARKETING AND DISTRIBUTION	MDE	---	---	3	24	27
Health Occupations	17.0602	NURSING ASSISTING	HOE	132	NURSE AIDES/ORDERLIES	0	10	10
Child Care	20.0204	CHILD CARE AIDE/ASSISTING	HEE	137	CHILD CARE ASSISTANTS	1	22	23
Food Services	20.0406	FOOD SERVICE	HEE	129	FOOD SERVICE WORKERS	16	19	35
Carpentry	46.0201	CARPENTRY	TIE	061	CARPENTERS	29	0	29
Electrical	46.0302	ELECTRICIAN	TIE	065	ELECTRICIANS	28	1	29
Building Maintenance	46.0401	BUILDING MAINTENANCE	TIE	111	BUILDING MAINTENANCE	0	0	0
Plumbing and Heating	46.0503	PLUMBING	TIE	068	PLUMBERS/PIPEFITTERS	7	0	7
Air Conditioning/Refrigeration	47.0201	HEATING, AIR CONDITIONING, AND REFRIGERATION	TIE	075	HEATING/COOLING/AIR CONDITIONING	6	0	6
Heavy Equipment Maintenance	47.0302	HEAVY EQUIPMENT MAINTENANCE AND REPAIR	TIE	079	DIESEL/HEAVY EQUIPMENT MECHANICS	23	1	24
Hydraulics	47.0303	INDUSTRIAL MACHINERY MAINTENANCE AND REPAIR	TIE	082	MAINTENANCE MECHANICS	0	0	0
Auto Body Repair	47.0603	AUTOMOTIVE BODY REPAIR	TIE	076	AUTO BODY REPAIR	22	1	23
Automotive Mechanics	47.0604	AUTOMOTIVE MECHANICS	TIE	077	AUTOMOTIVE MECHANICS	48	2	50
Small Engines	47.0606	SMALL ENGINE REPAIR	TIE	---	---	26	0	26
Blueprint Reading and Drawing	48.0102	ARCHITECTURAL DRAFTING	TIE	001	DRAFTING	14	2	16
Printing	48.0201	GRAPHIC AND PRINTING COMMUNICATIONS, GENERAL	TIE	092	LITHOGRAPHY/ PHOTOGRAPHY/	1	1	2
Machine Tool	48.0503	MACHINE TOOL OPERATION/MACHINE SHOP	TIE	071	MACHINE TOOL OPERATION/MACHINE	13	0	13
Sheet Metal	48.0506	SHEET METAL	TIE	073	SHEETMETAL WORKERS	13	1	14
Welding	48.0508	WELDING, BRAZING AND SOLDERING	TIE	115	WELDERS/FLAMECUTTERS	15	0	15
Truck Driving	49.0205	TRUCK AND BUS DRIVING	TIE	126	TRUCK AND BUS DRIVERS	9	0	9
Cooperative Education	---	---	---	---	---	80	85	165
					SUBTOTAL:	363	199	562

SECONDARY VOCATIONAL EDUCATION ENROLLMENT STATISTICS
BY FACILITY, STATE OF MAINE, PROGRAM YEAR 1988-1989

TITLE	CIP	CIP TITLE	AREA	UA#	UNIT OF ANALYSIS	MEN	WOMEN	TOTAL
FACILITY: REGION 6								
Health Occupations	17.0602	NURSING ASSISTING	HOE	132	NURSE AIDES/ORDERLIES	0	0	0
Child Care	20.0202	CHILD CARE AIDE/ASSISTING	HEE	137	CHILD CARE ASSISTANTS	0	0	0
Building Trades	46.0201	CARPENTRY	TIE	061	CARPENTERS	0	0	0
Electronics	47.0103	COMMUNICATIONS ELECTRONICS	TIE	095	COMMUNICATIONS ELECTRONICS	0	0	0
Welding	48.0508	WELDING, BRAZING AND SOLDERING	TIE	115	WELDERS/FLAMECUTTERS	0	0	0
Marine Occupations	49.0303	COMMERCIAL FISHING OPERATION	TIE	---	---	0	0	0
Diversified Occupations	---	---	---	---	---	0	0	0
					SUBTOTAL:	0	0	0
FACILITY: REGION 7								
Agriculture	01.0301	AGRICULTURAL PRODUCTION, GENERAL	AAE	146	FARMERS/FARM OWNERS/FARM	7	2	9
Health Occupations	17.0000	ALLIED HEALTH SERVICES	HOE	---	---	1	14	15
Child Care	20.0202	CHILD CARE AIDE/ASSISTING	HEE	137	CHILD CARE ASSISTANTS	0	6	6
Food Service	20.0406	FOOD SERVICE	HEE	129	FOOD SERVICE WORKERS	3	8	11
Building Construction	46.0201	CARPENTRY	TIE	061	CARPENTERS	20	0	20
Electricity	46.0302	ELECTRICIAN	TIE	065	ELECTRICIANS	10	0	10
Heavy Equipment Mechanics	47.0302	HEAVY EQUIPMENT MAINTENANCE AND REPAIR	TIE	079	DIESEL/HEAVY EQUIPMENT MECHANICS	3	0	3
Auto Body/Spray Painting	47.0603	AUTOMOTIVE BODY REPAIR	TIE	076	AUTO BODY REPAIR	25	1	26
Automotive Technician	47.0604	AUTOMOTIVE MECHANICS	TIE	077	AUTOMOTIVE MECHANICS	7	0	7
Welding Technology	48.0508	WELDING, BRAZING AND SOLDERING	TIE	115	WELDERS/FLAMECUTTERS	5	0	5
Diversified Occupations	---	---	---	---	---	0	0	0
					SUBTOTAL:	81	31	112
FACILITY: REGION 8								
Business Administration	07.0102	ACCOUNTING AND COMPUTING	BOE	051	ACCOUNTING/BOOKKEEPING CLERKS	0	7	7
Merchandising	08.0000	MARKETING AND DISTRIBUTION	MDE	---	---	0	6	6
Certified Nurse Assisting	17.0602	NURSING ASSISTING	HOE	132	NURSE AIDES/ORDERLIES	0	10	10
Food Preparation	20.0406	FOOD SERVICE	HEE	129	FOOD SERVICE WORKERS	7	12	19
Masonry	46.0102	BRICK, BLOCK, AND STONEMASONRY	TIE	062	BRICKLAYER	0	0	0
Carpentry	46.0201	CARPENTRY	TIE	061	CARPENTERS	14	0	14
Auto Body	47.0603	AUTOMOTIVE BODY REPAIR	TIE	076	AUTO BODY REPAIR	18	0	18
Auto Mechanics	47.0604	AUTOMOTIVE MECHANICS	TIE	077	AUTOMOTIVE MECHANICS	20	1	21
Welding and Metal Fabrication	48.0508	WELDING, BRAZING AND SOLDERING	TIE	115	WELDERS/FLAMECUTTERS	14	0	14

SECONDARY VOCATIONAL EDUCATION ENROLLMENT STATISTICS
BY FACILITY, STATE OF MAINE, PROGRAM YEAR 1988-1989

TITLE	CIP	CIP TITLE	AREA	UA#	UNIT OF ANALYSIS	MEN	WOMEN	TOTAL
Truck Driving	49.0205	TRUCK AND BUS DRIVING	TIE	126	TRUCK AND BUS DRIVERS	10	0	10
Marine Occupations	49.0303	COMMERCIAL FISHING OPERATION	TIE	---	---	0	0	0
Marine Technology	49.0306	MARINE MAINTENANCE	TIE	081	MARINE MAINTENANCE	11	0	11
Boat Handling/Seamanship	49.0308	SAILORS AND DECKHANDS	TIE	---	---	0	0	0
Cooperative Education	---	---	---	---	---	32	53	85
Diversified Occupations	---	---	---	---	---	12	2	14
					SUBTOTAL:	138	91	229

FACILITY: REGION 9

Forestry/Wood Harvesting	03.0405	LOGGING	AAE	063	LOGGING OPERATIONS	13	0	13
Certified Nurse Aide	17.0602	NURSING ASSISTING	HOE	132	NURSE AIDES/ORDERLIES	0	5	5
Building Trades	46.0201	CARPENTRY	TIE	061	CARPENTERS	17	0	17
Metal Trades	48.0503	MACHINE TOOL OPERATION/MACHINE SHOP	TIE	071	MACHINE TOOL OPERATION/MACHINE	28	1	29
Truck Driving	49.0205	TRUCK AND BUS DRIVING	TIE	126	TRUCK AND BUS DRIVERS	19	0	19
Diversified Occupations	---	---	---	---	---	5	4	9
					SUBTOTAL:	82	10	92

FACILITY: REGION 10

Information Processing	07.0303	BUSINESS DATA ENTRY EQUIPMENT OPERATION	BOE	049	BUSINESS DATA PROCESSING	3	18	21
Retailing	08.0705	RETAILING	MDE	037	MERCHANDISE MANAGERS	2	35	37
Health Occupations	17.0000	ALLIED HEALTH SERVICES	HOE	---	---	0	0	0
Nurse Assistant	17.0602	NURSING ASSISTING	HOE	132	NURSE AIDES/ORDERLIES	2	10	12
Food Trades	20.0406	FOOD SERVICE	HEE	129	FOOD SERVICE WORKERS	9	17	26
Masonry	46.0102	BRICK, BLOCK, AND STONEMASONRY	TIE	062	BRICKLAYER	0	0	0
Building Trades	46.0201	CARPENTRY	TIE	061	CARPENTERS	55	1	56
Major Appliance Repair	47.0106	MAJOR APPLIANCE REPAIR	TIE	084	APPLIANCE REPAIR	0	0	0
Auto Body Repair	47.0602	AUTOMOTIVE BODY REPAIR	TIE	076	AUTO BODY REPAIR	19	4	23
Auto Mechanics	47.0604	AUTOMOTIVE MECHANICS	TIE	077	AUTOMOTIVE MECHANICS	19	6	25
Outdoor Power Equipment	47.0606	SMALL ENGINE REPAIR	TIE	---	---	24	1	25
Drafting	48.0101	DRAFTING, GENERAL	TIE	001	DRAFTING	19	1	20
Metal Fabrication/Welding	48.0504	METAL FABRICATION	TIE	114	METAL FABRICATION	17	1	18
Marine Occupations	49.0303	COMMERCIAL FISHING OPERATION	TIE	---	---	19	1	20
Cooperative Education	---	---	---	---	---	0	0	0
Diversified Occupations	---	---	---	---	---	11	9	20
					SUBTOTAL:	199	104	303

SECONDARY VOCATIONAL EDUCATION ENROLLMENT STATISTICS
BY FACILITY, STATE OF MAINE, PROGRAM YEAR 1988-1989

TITLE	CIP	CIP TITLE	AREA	UA#	UNIT OF ANALYSIS	MEN	WOMEN	TOTAL
FACILITY: REGION 11								
Forestry/Wood Harvesting	03.0405	LOGGING	AAE	063	LOGGING OPERATIONS	17	0	17
Business Administration	07.0102	ACCOUNTING AND COMPUTING	BOE	051	ACCOUNTING/BOOKKEEPING CLERKS	60	68	128
Secretarial	07.0601	SECRETARIAL AND RELATED PROGRAMS, GENERAL	BOE	043	SECRETARIES	0	27	27
Clerical	07.0705	GENERAL OFFICE CLERK	BOE	055	CLERKS AND RELATED	3	14	17
Marketing	08.0000	MARKETING AND DISTRIBUTION	MDE	---	---	7	25	32
Allied Health	17.0000	ALLIED HEALTH SERVICES	HEE	---	---	0	31	31
Child Care	20.0202	CHILD CARE AIDE/ASSISTING	HEE	137	CHILD CARE ASSISTANTS	0	1	1
Carpentry	46.0201	CARPENTRY	TIE	061	CARPENTERS	20	2	22
Cooperative Education	---	---	---	---	---	9	1	10
Diversified Occupations	---	---	---	---	---	11	7	18
					SUBTOTAL:	127	176	303
					TOTAL:	4754	2532	7286

COLOPHON

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